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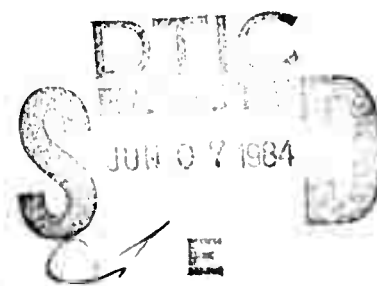


WARRANT OFFICER ORIENTATION COURSE (WOOC) EVALUATION

DIRECTORATE OF EVALUATION AND STANDARDIZATION

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DES 81-10

OCTOBER 1981

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WARRANT OFFICER ORIENTATION
COURSE (WOOC) EVALUATION

Shelby M. Godwin

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Directorate of Evaluation and Standardization
United States Army Aviation Center
Fort Rucker, Alabama 36362

October 1981

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) 1. BACKGROUND: The purpose of the Warrant Officer Course is "To provide newly appointed warrant officers with information concerning social and military customs, traditions, and responsi- bilities of a warrant officer, and instruction in the basic military arts which will facilitate his adjustment to officer status." The POI was developed by the USAAVNC. It is two weeks in length. The first class commenced in March 1981. (Continued)		

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2. PROBLEM: In May 1981, the Commander, USAAVNC, was notified of possible shortcomings in the POI, notably insufficient time.

3. PURPOSE: Determine if training materials, instruction, and time available for the course are adequate.

4. MAJOR FINDINGS:

a. Development of tasks, objectives, and training materials was adequate.

b. Training materials and instruction are adequate and consistent with objectives.

c. Critiques and questionnaires completed by students gave the following feedback:

(1) Overall opinion of course content, coverage, training materials, and instruction was good.

(2) They wanted more instruction in warrant officer professional development classes aimed toward making a smoother transition from enlisted status and less duplication of classes in management/leadership/basic military subjects taught to them as enlisted personnel.

(3) Presentation of some subjects is more detailed than required for orientation purposes.

d. Course length is adequate and should remain at two weeks with classes scheduled for a full eight-hour day.

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This evaluation was conducted by the Internal Instructional Systems Evaluation Branch, Evaluation Division, Directorate of Evaluation and Standardization of the United States Army Aviation Center.

Personnel who directed and conducted this evaluation included Colonel George F. Newton, Director of Evaluation and Standardization; Lieutenant Colonel John E. Watts, Chief, Evaluation Division; Major Marvin McGraw, Chief, Internal Instructional Systems Evaluation Branch; and Mrs. Shelby Godwin (Project Officer), Internal Instructional Systems Evaluation Branch.

ABSTRACT

1. BACKGROUND: In December 1977, TRADOC tasked the United States Army Aviation Center to develop a POI for an orientation course for non-aviation warrant officers designed to educate them on their responsibilities and conduct as warrant officers and to help them make a smoother transition from enlisted status. Development of the POI was discontinued in May 1978, pending results of the Review of Education and Training for Officers (RETO) Study. It was resumed in December 1978 by direction of the Deputy Chief of Staff for Training. The POI was approved in August 1980, and the first class commenced in March 1981. It is two weeks in length, and the classes are conducted back-to-back.

2. PROBLEM: The Commander, USAAVNC, was notified by the Department of Academic Training, Directorate of Training and Doctrine, in May 1981, of possible shortcomings and deficiencies in the POI, notably insufficient time to adequately present the material.

3. PURPOSE: This evaluation was initiated to determine if training materials, instruction, and time available for the course are adequate to accomplish the objectives established.

4. METHODOLOGY: Procedures utilized in conducting the evaluation included:

a. Researching course documentation to determine if tasks and training objectives were developed systematically and are adequate.

b. Reviewing student critique comments and ratings to ascertain if any particular problem areas exist.

c. Monitoring a selected sample of classes to determine if instruction adequately presents material contained in lesson plans.

d. Reviewing instructional materials to determine consistency and adequacy in presenting the learning objectives.

e. Gathering opinions from student critiques to determine if learning objectives were met and if time allotted for instruction was adequate.

f. Administering a questionnaire to students of Classes 81-9 and 81-10 to obtain opinions about the course as a whole and in relation to each individual subject concerning importance, coverage, time scheduled, training materials, and if the instruction was a repetition of training previously received.

g. Contacting personnel in Department of Academic Training, Directorate of Training and Doctrine, to obtain information on procedures used in analyzing student critiques or other data to determine that possible shortcomings and deficiencies exist in the course.

5. FINDINGS:

a. An initial review made of the course documentation showed that subject matter for the course provided by MILPERCEN, plus the task list developed by the USAAVNC Study Group, the POI, and training materials provided by Directorate of Training Developments are adequate.

b. Critiques from graduates of the course revealed no particular problem areas. The majority of the numerical ratings fell into the "Outstanding" and "Above Average" categories.

c. Comments about instructors were complimentary.

d. Forty-four hours of classroom instruction were monitored from the two classes in session during this evaluation to determine effectiveness in presenting the lesson and conforming to training material. Instructors followed lesson plans and displayed adequate preparation, competence, and confidence in presenting their classes.

e. A review of instructional materials showed that material contained in lesson plans and student handouts adequately covers the stated objectives and that objectives are consistent. Many of the student handouts contain a detailed text of the lesson, together with definitions of terms, examples, summary sheets, and suggested reading for more information on the subject. These allow for more thorough coverage of the subject and should provide a valuable reference source.

f. Study was undertaken to analyze student opinions on the two most important issues of this evaluation: if learning objectives were met and if coverage/time allotted to subjects was adequate.

(1) "Achieve Learning Objective" was rated "Average" or above by the majority of students for all subjects. Subjects rated "Below Average" or "Unsatisfactory" by the largest number of students were: Organizational Effectiveness, Unit Status Reporting, Supply Operations, and The Army Maintenance Management System because they appeared to be presented in too much detail; Military Presentations and World Religions because they had been

covered in previous military courses; and Service Benefits and Personal Financial Management because more time was desired.

(2) "Adequacy of Time" was rated "Average" or above by the majority of students for all subjects. Subjects rated "Below Average" or "Unsatisfactory" by the largest number of students were: Supply Operations, Unit Status Reporting, and The Army Maintenance Management System because too much detail was presented; Service Benefits and Personal Financial Management, and Customs, Traditions, and Courtesies because more time was desired; and World Religions and Roles of the Army because they had been covered in previous military courses.

g. A questionnaire designed and administered by Directorate of Evaluation and Standardization to graduating students of Classes 81-9 and 81-10 provided the following information:

(1) Most students felt the course is important, and that subject content, instructors, training materials, and time allotted for subjects were overall good.

(2) Subjects rated most important were Warrant Officer Professional Development, U. S. Army Evaluation Reporting System, Warrant Officer Division Orientation, and Customs, Traditions, and Courtesies.

(3) Subjects rated least important were the Museum Tour and World Religions.

(4) The majority of students said there was a moderate to great amount of repetition between subjects in the Warrant Officer Orientation Course and subjects they had previously received in military schools.

(5) Subjects rated "Very Little Repetition" by the largest number of students were Warrant Officer Professional Development, U. S. Army Officer Evaluation Reporting System, Warrant Officer Division Orientation, Introduction and Course Overview, and Customs, Traditions, and Courtesies.

(6) Subjects rated "Great Deal of Repetition" by the largest number of students were How to Lead, The Army Maintenance Management System, Security Awareness, Organizational Effectiveness, Introduction to Management, Enlisted Personnel Management System, and The Army Functional Files System and The Army Publications System.

h. Data was not available from the Department of Academic Training to document procedures used in analyzing student critiques for determining shortcomings and deficiencies in the course.

6. CONCLUSIONS:

a. Documentation for development of tasks and training objectives for the course is complete and adequate. Training materials and instruction are adequate for attainment of the objectives.

b. The major area of dissention is student opinion of which learning objectives and tasks are valid for accomplishing the overall purpose of the course and how much time should be allocated to each subject. Opinions of students varied widely, but concentrated heavily in two specific areas:

(1) They wanted more instruction in warrant officer professional development classes aimed toward making a smoother transition from enlisted to warrant officer status.

(2) They wanted less duplication of classes in management/leadership/basic military subjects which have been taught to them as enlisted personnel.

c. Presentation of subjects such as Organizational Effectiveness, Unit Status Reporting, The Army Maintenance Management System, and Supply Operations is more detailed than required for orientation purposes.

d. Class time is sufficient for the POI and the course length should remain at the two-week level with classes scheduled for a full eight-hour day.

1. INTRODUCTION:

a. Background:

(1) The purpose of the Warrant Officer Orientation Course (WOOC), as stated in the POI, is: "To provide newly appointed warrant officers with information concerning social and military customs, traditions, and responsibilities of a warrant officer, and instruction in the basic military arts which will facilitate his adjustment to officer status."

(2) A warrant officer is not only expected to possess technical expertise in his chosen field, but is also expected to have leadership and social qualities similar to that of a commissioned officer. Visits to the field by members of the Warrant Officer Division, the review of initial OERs, and inquiries made by newly commissioned warrant officers indicated that the newly appointed non-rated warrant officer had weaknesses in these social and leadership qualities, as well as in the area of additional duties.

(3) The perception of adjustment difficulties experienced by newly appointed non-aviation warrant officers led The Army Educational Review Board (Haines Board) to recommend establishment of a resident orientation course. The course commenced in July 1967 at Fort Sill, Oklahoma. Although MILPERCEN non-concurred in plans to terminate the course, TRADOC eliminated it in January 1975 because of insufficient funds.

(4) In November 1976, WO Division conducted a survey to determine if the Orientation Course should be reactivated.

The random sample survey was mailed to 700 WO1's, 900 CW2's, and 700 supervisors of WO1's. The survey results showed that there was a need for a course for newly appointed warrant officers which would emphasize such areas as supervision, management, customs of the Army, and standards of conduct.

(5) In December 1977, TRADOC tasked USAAVNC to develop a POI for a Warrant Officer Orientation Course (WOOC) for non-aviation warrant officers. This was in compliance with tasking directed by the Vice Chief of Staff resulting from the Aviation Special Task Force Study Report. In February 1978, MILPERCEN furnished USAAVNC the proposed subject matter for the course. This consisted of eighteen major subject areas and tasks associated with each. See Annex A.

(6) In March 1978, the Deputy Commanding General, USAAVNC, directed the formation of a Special Study Group. The eight members composing the Group were selected from the Warrant Officer Advance and Senior Courses and were placed under the direction of the Commander, 1st Aviation Brigade. The Group was chartered to determine the necessary performance capabilities of the warrant officer graduate in areas other than his primary MOS. The performance capabilities of interest were defined as additional duties, professional ethics, military bearing, leadership abilities, and general military knowledge. In addition, the current Warrant Officer Development training at Fort Rucker was to be evaluated to determine if the warrant officer candidate was being adequately trained to meet field requirements.

(7) As part of the study, three major installations were visited during a field survey. These areas contained the greatest concentration of accessible warrant officers, especially WO1's. The Group interviewed 208 warrant officers, who were all experiencing some transition difficulties during their first assignments.

(8) The 38 non-aviation warrant officers interviewed showed the most symptoms of disorientation and lack of confidence when thrown into the new environment as an officer. All non-aviation warrant officers interviewed expressed disappointment that a transition course was not available at the time of their appointment. Most desired subjects about customs, courtesies, roles and history of the warrant officer, and speaking and writing. Most felt that they were qualified technically, but not socially, to become warrant officers. The problems experienced by most was upon initial assignment and fell into the category of additional duties such as Supply Officer, Mess Officer, Security Officer, and other non-MOS related areas, as well as their overall knowledge of Army procedures.

(9) Upon completion of the study, the Group identified a task list based on existing occupational surveys, DA surveys, the results of the field evaluation, and the jury of experts method. These tasks were for the purpose of transitioning the newly appointed non-aviator warrant officer from enlisted to officer status, and no MOS specific tasks were included. The task list reflects those duties performed by the warrant officer on initial assignment. See Annex B.

(10) Since there was considerable commonality between subjects covered in the existing Warrant Officer Candidate Military Development Course (WOCMDC) and that proposed for the Orientation Course, an assessment was made on the feasibility of adapting the present course to accommodate non-aviation warrant officers. Several proposals for combinations of the courses were made, but in July 1979, the Deputy Commanding General directed that the WOOC be developed only for non-aviation warrant officers and that any necessary modifications to the WOCMDC be undertaken separately.

(11) In May 1978, TRADOC discontinued development of the course pending results of the Review of Education and Training for Officers (RETO) Study. The RETO Study which was underway at the time was conducting a total front-end analysis of officer and warrant officer jobs. Implementation of the course was to be postponed until the exact content and structure of the course could be determined through the RETO planned job analysis program.

(12) In December 1978, guidance from the Deputy Chief of Staff for Training stated that if the proposed WOOC was not job specific, but designed to educate the new warrant officer on his responsibilities and conduct as an officer, and to help him make a smooth transition into the officer ranks, then course development should be resumed. The Deputy Chief of Staff for Personnel confirmed that this was the intent, so development of the course was resumed.

(13) In January 1979, Training Analysis and Design Division, DTD, completed a Phase I task list based on subject matter furnished by MILPERCEN and gave it to Course Development Division, DTD. See Annex A. Phase II development was not carried out because none of the WOOC tasks were in areas of USAAVNC task proponentcy. Course Development Division requested through TRADOC task analysis/design data and training materials from the six proponent schools. Response to this request was very limited, and as a result, Course Development Division assumed primary responsibility for design and development of training materials for the course. Assisted by seven members of the Warrant Officer Senior Course, they used the task lists prepared by the Study Group and Training Analysis and Design Division to arrive at the WOOC curriculum.

(14) In August 1980, TRADOC approved the POI. It consists of 76 academic hours and 4 hours for in-processing and outprocessing. There are no examinations in the course. It is two weeks (10 days) in length and classes are conducted back-to-back. The first WOOC class at Fort Rucker commenced in March 1981. Minor changes were made in the POI effective with Class 81-10 which commenced 8 July 1981. Total academic hours remained the same. A breakout of academic hours for both the original POI and the POI with changes are given at Annex C.

(15) In April 1981, DTD and DOTD began work on a proposal to expand the course to three weeks. This was based on

indications from students and instructors that too much information was being presented in a short period of time and that an eight-hour day was too long based on the level of instruction. TRADOC and MILPERCEN were contacted by action officers of DTD and DOTD to ascertain reaction time for POI implementation for a three-week course. See Annex D.

(16) On 12 May 1981, DOTD became aware that students' orders for the class reporting 8 July (81-10) were for a three-week course. All coordination on the proposed change had been at the action officer level. There had been no formal correspondence with TRADOC and MILPERCEN and the change had not been formally approved at Fort Rucker. Efforts to have orders for Class 81-10 changed to reflect the original two-week course failed; however, orders for subsequent classes were to be changed to read two weeks. Modifications were made to expand the current POI and to extend the course to three weeks for Class 81-10. See Annex C.

b. Problem: On 29 May 1981, the Director of the Department of Academic Training, Directorate of Training and Doctrine, sent a memorandum to the Commander, subject: Deficiencies and Shortcomings in the POI of the Warrant Officer Orientation Course (WOOC). See Annex E. This memorandum outlined possible problem areas in the course, specifically a shortage of time for the classes and a deficiency in the students as a whole, notably in Soviet Armed Forces and Strategic Balance. The Directorate of Evaluation and Standardization (DES) was tasked by the Commander to conduct an evaluation of the course to investigate these areas.

2. EVALUATION:

OBJECTIVES: Evaluate training materials, classroom instruction, and student achievement for a selected portion of the WOOC and ascertain from these observations if objectives are adequate and consistent, and if training materials, instruction, and time available are sufficient to accomplish established objectives.

DISCUSSION: Observations of classroom training were made of the two classes in session during the conduct of this evaluation, 81-9 and 81-10. A questionnaire constructed by DES was administered to these two classes to gather opinions concerning the training received. Written comments from critiques submitted by these two classes are also included in this report. All available student critiques from Classes 81-1 through 81-10 were reviewed to determine possible problem areas. Ratings were tabulated on two factors from these critiques, "Adequate Time" and "Achieve Learning Objectives." It is important to keep in mind when reviewing this report that Class 81-10 was conducted under a modified POI which expanded it to three weeks in length, whereas the first nine classes were conducted under the standard POI which was two weeks in length.

METHODOLOGY:

(1) Research course development documentation to determine if the course was systematically developed and if tasks and training objectives are adequate.

(2) Review student critique comments and ratings available to ascertain if any particular areas presented problems that should be investigated.

(3) Monitor a selected sample of classes. Inspect Visitor's Folders for completeness and currency. Compare the lesson presented with that in the lesson plan. Complete an Instructional Observation Form for each of the classes monitored.

(4) Review instructional materials to determine consistency of objectives in the POI, lesson plans, and student handouts and to determine if these materials adequately present the training objectives.

(5) Examine available ratings and comments from student critiques to determine if learning objectives for each particular block of instruction were met and if the time allotted for instruction was adequate.

(6) Administer a questionnaire to students of Classes 81-9 and 81-10 to gather opinions about the course as a whole and in relation to each individual subject concerning importance, coverage, time scheduled, training materials, and if the instruction was a repetition of training previously received.

(7) Contact personnel in DOAT to obtain information on procedures followed in analyzing student critiques or other data to determine the basis for the following assertions:

(a) Memorandum, ATZQ-T-AT, dated 15 May 81, subject, Three Week POI for WOOC. See Annex D. Paragraph 1 states, "Beginning with the first class of WOOC (81-1), the indications from both the students and instructors were that too much information was being presented to the students in a short period of time. Also, critiques indicated that an eight-hour academic day was too long based on the level of instruction. Most students asked that a six or seven hour day be the limit for classroom instruction."

(b) Memorandum, ATZQ-T-AT-O, dated 29 May 81, subject: Deficiencies and Shortcomings in the POI of the Warrant Officer Orientation Course (WOOC). See Annex E. Paragraph 4 states, "As a result of a thorough analysis of the student critiques from the first six classes and the SME/instructor's perception of the effectiveness of the course content to satisfy the warrant officer students' needs, we found the POI to be lacking in several areas. Specifically, the course is well received by the students; they overwhelmingly endorse the POI and appreciate the opportunity to attend but affirm the fact that there is insufficient class

time to adequately deal with much of the subject matter. The SMEs agree that we are expecting the students to absorb an inordinate amount of often unrelated material in an eight-hour academic day and that there are several subjects, to be adequately addressed, that merit additional conference time and practical exercises. In addition to the subjects that could be expanded, the SMEs have discovered a marked deficiency in the students as a whole, notably in Soviet Armed Forces and Strategic Balance, among others."

FINDINGS:

(1) A search for course documentation showed that development of tasks, objectives, and training material for the course was adequate.

(a) The proposed subject matter for the WOOC was furnished USAAVNC 10 Feb 78 by MILPERCEN. See Annex A. During March through May 1978, a special Study Group selected by the Commander conducted surveys and interviews to identify tasks which should be trained in the WOOC. See Annex B. In January 1979, Task Analysis and Design Division, DTD, completed a Phase I task list based on the MILPERCEN subject material. See Annex A.

(b) Phase II of the ISD process was not carried out because none of the WOOC tasks are in areas of USAAVNC proponentcy. Course Development

Division, DTD, requested through TRADOC that the six proponent schools furnish task analysis/design data and training materials for tasks/subjects selected to be included in the WOOC. Response to this request was very limited, and as a result, Course Development Division, assisted by seven students from the Warrant Officer Senior Course, assumed primary responsibility for design and development of the POI and training materials for the course. They used the task lists developed by Task Analysis Division and the Study Group to arrive at the final curriculum.

(2) A review of student critiques revealed a conglomeration of ratings and comments which included various suggestions for improving the course by deleting, adding, decreasing, or increasing particular blocks. No particular problem areas could be pinpointed which indicated that further investigation might be warranted. A further study of critique feedback was undertaken as detailed in (5b) below to tabulate opinions concerning whether or not training objectives for the blocks had been met and if time scheduled/coverage for the blocks was adequate.

(3) A total of 44 academic hours were selected from the two classes for monitoring. These included:

CLASS 81-9

SUBJECT	HOURS
Introduction and Course Overview	1
Warrant Officer Professional Development	3
Customs, Traditions, and Courtesies	1
Warrant Officer Division Orientation	1
Introduction to Management	3
Professional Ethics	2
USA Officer Evaluation Reporting System (OES)	2
Military Correspondence	2
Military Presentations	4
Organizational Effectiveness	2
Enlisted Personnel Management System	2
TAFFS and The Army Publications System	2
Military Awards	1
The Commander and His Staff	1
Total	<u>27</u>

CLASS 81-10

SUBJECT	HOURS
How to Lead	2
Danger Signs and Referral Agencies	1
Counseling Techniques	2
Organizational Effectiveness	1
Service Benefits and Personal Financial Mgt	2
The Army Maintenance Mgt System (TAMMS)	1
Materiel Readiness	1
Supply Operations	1
Uniform Code of Military Justice (UCMJ)	3
Drug Abuse	2
Electronic Warfare	1
Total	<u>17</u>

(a) Visitor's Folders were available for each of the classes monitored. In most cases the folders were complete and current. Some lesson plans were under revision, and the proposed changes for these were available for review. Instructors followed lesson plans and displayed adequate preparation, competence, and confidence in presenting their classes. There was a general tendency noted toward the overuse of slides. Sometimes the instructors were prone to read from them, which took away from the forcefulness and natural delivery of their presentations. Overall class participation and interest were good. Student handouts were excellent, and should

provide a valuable source of reference. Many of them contain a detailed text of the lesson, together with definitions of terms, examples, summary sheets, and suggested reading for more information on the subject. They allow for more thorough coverage of the subject. Instructors and staff personnel were all courteous and assisted by answering questions and furnishing information and materials as needed. An Instructional Observation Form, USAAVNC Form 749, was completed for each of the classes monitored. One copy was furnished the instructor and another copy retained for Evaluation Division, DES, records. A copy of the form is at Annex F.

(b) Instances were noted where scheduled training time was not fully utilized. In most cases, these deviations were minor, and did not exceed 20 minutes. On one occasion (Class 81-10), 2 hours training time was lost when the instructor was not present for The Army Maintenance Management System class. The class was later made up, but this resulted in cutting some time from 2 other classes.

(c) Inconsistencies were found between training schedules and the actual flow of classes. This was partially due to changes in the POI which were proposed to become effective with Class 81-10, but were actually implemented with Class 81-9. In some cases,

instructors with several subject blocks combined or rearranged the sequence of their material. Also, changes were necessitated because of non-availability of instructors due to sickness, conflicting classes, etc. None of these changes were coordinated with Training Support Division, DOTD. Career Training Division developed the training schedule for Class 81-10 to accommodate the students for a three-week course. Planning time for the three-week curriculum was very limited, and as a result, many changes were made in the training schedule throughout this class. Students were often unadvised of what instruction would be presented and which references or materials should be brought to class.

(4) A review of instructional materials produced the following:

(a) Material contained in lesson plans and student handouts adequately covers the stated objectives. Lesson plan objectives and POI objectives are consistent. No conflict of subject matter was noted in the instructional materials.

(b) The purpose of the WOOD as stated in the POI is to "provide newly appointed warrant officers with information" It was not designed to teach specific skills in order to prepare the graduate to perform particular tasks of a job. This

lack of precise job-oriented training which makes up the WOOC curriculum precludes its full adaptation to the ISD model detailed in TRADOC Pamphlet 350-30. For this reason, the issue of action, conditions, and standards for the WOOC objectives will not be addressed in this report.

(c) Many of the student outlines contain detailed information, definitions, examples, and suggested reading and reference sources which should be of benefit to the student when he reaches his duty assignment. These handouts enable the instructor to give a broader overview of the topic and omit specific details which are covered in the handouts. They are especially suited to an orientation-type course in which a considerable amount of material must be disseminated in a limited amount of time. Students are freed from the task of taking notes, and are able to devote full attention to the instructor's presentation. If the student feels that the material being presented has no immediate bearing on his job or career, he may make no special effort to grasp or retain the information. If later he finds the material is needed, information in the handout is readily accessible to him.

(5) Critiques from students of all classes (except a portion of 81-4 and all of 81-6, which were

not available) were obtained to gather opinions which might give insight on how well the course is accomplishing its intended purpose. Since there are no examinations in the course, it was felt that these opinions would be good indicators of training effectiveness. Students rate each subject on five factors pertaining to instructor qualities and six factors pertaining to subject matter content. A copy of the form is at Annex G. These factors are rated on a scale of 5 for "Outstanding" to 1 for "Unsatisfactory." Students also provide written comments if they desire.

(a) All portions of the critiques were reviewed. A detailed analysis was not conducted for each of the areas because of the amount of data involved. Many of the factors were observed during classroom monitoring. A spot check showed the majority of all numerical ratings fell into the "Outstanding" and "Above Average" categories. Written comments were numerous and diverse. The majority fell into two general areas:

(1) instructors and (2) coverage/time allotted to particular subjects or to the course as a whole. Most comments about instructors were highly complimentary. Comments from the two classes in session during the conduct of this evaluation, 81-9 and 81-10, are at Annex H.

(b) Further study was undertaken to analyze student opinions from critiques on the two most important

issues of this evaluation: if coverage/time allotted to subjects was adequate and if learning objectives were met. Numerical ratings were used, as well as written comments pertaining to coverage/time allotted to subjects. No significant number of comments was made concerning whether or not learning objectives had been met. See Annex I for detailed results of this study. The following is a brief summary of the findings:

1 "Achieve Learning Objective" was rated "Average" or above by the majority of students for all subject blocks. Subjects which were rated "Below Average" or "Unsatisfactory" by the largest number of students are given below with the number of students who rated each.

	<u>Below Average</u>	<u>Unsatisfactory</u>
<u>Classes 81-1 through 81-9</u>		
Organizational Effectiveness	6	0
Unit Status Reporting	4	2
Supply Operations	3	1
Military Presentations	2	1
<u>Class 81-10</u>		
The Army Maint Mgt System	7	5
World Religions	6	2
Personal Financial Management	6	1
Unit Status Reporting	2	2

Except in two instances, students did not mention the achievement of learning objectives in their written comments and therefore did not explain or support the above ratings. However, comments made about other factors pertaining to the subject such as coverage of the topic, time allotted, instructor, etc., gave an indication of why the low rating was assigned: Organizational Effectiveness, Unit Status Reporting, Supply Operations, and The Army Maintenance Management System because too much detail was presented and that they should be omitted or covered only briefly; Military Presentations and World Religions because they had been covered in previous military schools; and Personal Financial Management because more time was desired.

2 "Adequacy of Time" was rated "Average" or above by the majority of students for all subject blocks. Subjects rated "Below Average" or "Unsatisfactory" by the largest number of students are given below with the number of students who rated each item.

	<u>Below Average</u>	<u>Unsatisfactory</u>
<u>Classes 81-1 through 81-9</u>		
Svc Benefits & Pers Fin Mgt	17	10
Supply Operations	15	4
Unit Status Reporting	12	7
The Army Maint Mgt System	12	3
WO Professional Development	12	2
<u>Class 81-10</u>		
World Religions	7	4
The Army Maint Mgt System	5	5
Personal Financial Mgt	4	3
Customs, Trad, & Courtesies	4	2
Roles of the Army	4	1

These ratings only show dissatisfaction with time allotted and do not show if students felt the time should be increased or decreased. The breakout of comments at the back of Annex I gives a basis for this determination: Supply Operations, Unit Status Reporting, and The Army Maintenance Management System because too much detail was presented and that they should be omitted or covered only briefly; Service Benefits and Personal Financial Management, Warrant Officer Professional Development, and Customs, Traditions, and Courtesies because more time was desired; and World Religions and Roles of the Army because they had been covered in previous military courses.

(6) A questionnaire was administered to graduating students of Classes 81-9 and 81-10 to gather opinions of various aspects of the course. Twenty-eight students from 81-9 and thirty-nine from 81-10 completed and returned the form. A copy of the questionnaire, together with results for the two classes, is shown at Annex J. The information is divided into three sections and is briefly summarized as follows:

(a) Section I contains responses to eleven general questions pertaining to the course as a whole. Average years of service was 9.8 for Class 81-9 and 11.7 for 81-10. Most of the students planned to make the Army their career. The majority indicated that there was a moderate to great amount of repetition between the Warrant Officer Orientation Course and subjects they had received in courses previously attended. Most felt the course is needed to help transition from enlisted to officer status and rated the overall value of the course to them as "Somewhat Important" to "Very Important." The majority rated subject material, instructors, and the overall conduction of the course as "Good" to "Excellent."

(b) Section II contains ratings on specific subject areas pertaining to importance of the subject, coverage of the subject, adequacy of time scheduled, adequacy of training materials, and whether the subject was a repetition of training they had received previously.

Most of the subjects were rated "Very Important" or "Moderately Important" by the majority of students. Those rated most important by students of both classes included Warrant Officer Professional Development, US Army Officer Evaluation Reporting System, Warrant Officer Division Orientation, and Customs, Traditions, and Courtesies. Blocks rated "Of Little Importance" most often were Museum Tour and World Religions (Class 81-10). "Coverage of Subject" and "Time Scheduled" were rated "About Right" by the majority of students for most of the subjects in both classes. "Training Materials" were rated "Good" by a large majority of students on all the blocks. Blocks rated "Very Little Repetition" by the highest number of students were Warrant Officer Professional Development, US Army Officer Evaluation Reporting System, Warrant Officer Division Orientation, Introduction and Course Overview, and Customs, Traditions, and Courtesies. These correlate closely with subjects viewed as most important by the majority of students. Subjects rated "Great Deal of Repetition" by the largest number of students were How to Lead, The Army Maintenance Management System, Security Awareness, Organizational Effectiveness, Introduction to Management, Enlisted Personnel Management System, and The Army Functional Files System and The Army Publications System.

(c) Section III contains additional comments provided by students. Individual comments have been condensed for brevity. Twenty-one students submitted comments from 81-9 and thirty-one from 81-10. These are all shown at Annex J. Comments were numerous and diverse. Generally, students felt the intent of the course is good, and that they benefitted from having attended. Most comments were about course curriculum and length of the blocks. Comments included:

1 More emphasis should be placed on professional development subjects dealing with the transition from enlisted to warrant officer status such as Customs, Traditions, and Courtesies, U. S. Army Officer Evaluation System, Warrant Officer Division Orientation, and Service Benefits and Personal Financial Management.

2 Less emphasis should be placed on subjects such as those rated "Great Deal of Repetition" in Section II which are taught in NCOES, ANCOES, or unit professional leadership/development/basic courses.

3 A shortage of time (primarily from Classes 81-1 through 81-9) and excessive and wasted time in Class 81-10.

4 Comments about instructors were complimentary.

(7) Personnel in Department of Academic Training were contacted to obtain information on what specific

procedures had been followed in analyzing student critiques or other data to arrive at assertions made in memorandums found at Annexes D and E concerning shortcomings in the WOOC POI. No paperwork was found to document procedures used in the analyses. Personnel stated that the study had been undertaken as an in-house project and that supporting paperwork had since been discarded. Soviet Armed Forces and Strategic Balance, mentioned in one of the memorandums as a deficiency, have been included in the POI effective with Class 81-10.

CONCLUSIONS:

(1) Observations made during this evaluation show that training materials and instruction presented for the course are adequate for attainment of the stated objectives. Instructors and staff personnel are conscientious and committed in their efforts toward providing quality instruction. Feedback from critiques and questionnaires shows that students recognized the need for a course of this type and benefitted from having attended it. Overall student opinion of course content, coverage, training materials, and instructors was good.

(2) The major area of student dissention is which learning objectives and tasks are valid for accomplishing the overall purpose of the course and how much time should be allotted to particular subjects.

(3) As shown in results from critiques and questionnaires, opinions vary widely on what should be taught and how much time should be allotted to particular areas. However, opinions concentrated heavily in two specific areas:

(a) Students wanted more instruction in warrant officer professional development classes aimed toward making a smoother transition from enlisted to warrant officer status.

(b) Students wanted less duplication of classes in management/leadership/basic military subjects which have been taught to them already as enlisted personnel.

(4) Students expressed a desire to obtain maximum benefit from the course and were critical of instances where they felt their time was not utilized to the fullest degree possible. Only two comments were found which indicated that the length of the academic day was too long or beyond the reasonable capacity of the students.

(5) Twenty-four students from Classes 81-1 through 81-9 made general statements that the course should be increased in length without naming specific subjects. By contrast, no general comments were made by students from 81-10 to increase the course length, but eleven comments were made to decrease the length.

Some disparity in opinion might be expected, since course length for 81-1 through 81-9 was two weeks, whereas 81-10 was three weeks. As shown in Annex C, 81-10 received basically the same curriculum plus twenty additional academic hours. The remaining hours (Commandant's Time and Physical Training) were, in essence, the free time about which students complained. A proposal which was previously drawn up for a three-week POI included 8 hours Physical Training and 14 hours Commandant's Time. Comments from students in 81-10 indicate that this amount would probably be excessive.

(6) Feedback from students, both oral and written, and observations made from monitoring classroom instruction and from reviewing instructional materials indicates that presentation of subjects such as Organizational Effectiveness, Unit Status Reporting, The Army Maintenance Management System, and Supply Operations is more detailed than required for orientation purposes. Time allotted for these subjects is not sufficient to teach them thoroughly, and an attempt to do so causes confusion rather than the intended purpose of familiarization and overview.

(7) Soviet Armed Forces and Strategic Balance, which were pointed out as deficiencies in the students, have been included in the POI effective with Class 81-10.

3. RECOMMENDATIONS:

(1) Closely scrutinize each subject presented in the Warrant Officer Orientation Course with reference to its contribution toward promoting the overall intended purpose of the course as stated in the POI and eliminate those which do not accomplish this objective.

(2) Present a general and wide overview of most subjects rather than detailed instruction. Rely heavily on comprehensive handouts for specifics to extend and give depth to the presentations. Handouts should include definitions and important facts as well as references/sources where more information may be obtained.

(3) Eliminate as much as practical those basic subjects which are taught the students as enlisted personnel. Where feasible, include more material in the area of warrant officer professional development.

(4) Make maximum use of the students' time while attending the course. Consider practical exercises or reading assignments to be completed outside the classroom.

(5) Course length should remain at the two-week level with classes scheduled for a full eight-hour day if it is to be directed strictly toward orientation as described in the POI purpose. If more in-depth training is desired, then the course should be expanded and the POI title and purpose changed accordingly.

ANNEX A

Letter, DAPC-OPW from US Army Military
Personnel Center, Subject: Warrant Officer
Orientation Course, dated 10 Feb 78

and

DF, ATZQ-TD-TAD-TA, Subject: Task List -
Warrant Officer Orientation Course
(WOOC), dated 25 Jan 79

NOTE: These two documents are included
together under this annex because
they refer to the same task list.



DEPARTMENT OF THE ARMY
U.S. ARMY MILITARY PERSONNEL CENTER
200 STOVALL STREET
ALEXANDRIA, VIRGINIA 22332

REPLY TO
ATTENTION OF:

DAPC-OPW

10 FEB 1978

SUBJECT: Warrant Officer Orientation Course

Commander
USAAVN Center
ATTN: DTD-TAD-TA (Mr. Cletes Youmans)
Fort Rucker, Alabama 30362

1. Reference. Fonecon between Mr. Youmans (ATZQ¹TD-TAD-TA) your office and CW4 Walker, this office on 20 January 1978.

2. General background information.

a. Based upon a survey conducted in 1977 by the Warrant Officer Division it was determined that:

(1) The majority of warrant officers and supervisors surveyed feel that a course with emphasis on supervision, management, customs of the Army and standards of conduct would be helpful in assisting newly appointed warrant officers in making the transition to warrant officer status.

(2) The proposed course should be TDY and between 2-4 weeks in length. (Recommend no longer than two weeks for the proposed course.)

(3) An information packet with emphasis on responsibilities and obligations would be of help for the newly appointed warrant officer's spouse.

b. There appear to be no problems for the newly appointed warrant officers with regard to technical competence.

3. The following subject matter is proposed for the Warrant Officer Orientation Course (WOOC).

ITEM

SUBJECT

TASK ASSOCIATION

1

Orientation by Warrant Officer Division, USAMILPERCEN or representative.

Assignments, Personnel Actions and Professional Development throughout a warrant officer career.



DAPC-OPW

SUBJECT: Warrant Officer Orientation Course

<u>ITEM</u>	<u>SUBJECT</u>	<u>TASK ASSOCIATION</u>
2	Role of an officer; holding of an "office."	Leadership, management, set example, integrity, teaching, counseling.
3	Responsibility as a warrant officer.	<u>Additional duties;</u> mission of unit, welfare of subordinates, pro- fessionalism and ethics.
4	Career expectations.	Knowledge of DA Pam 600-11; acquaintance with systems affecting advancement and release; correspondence with career managers and HQDA selection boards; pre- paring preference statements; obtaining official photo- graphs; preparing applica- tions for VI or RA status.
5	Evaluation reporting.	a. OER on self--interplay with rating officials; preparing appeals. b. OER on subordinate war- rant officers--preparing reports. c. EER on enlisted subordi- nates--prepare reports. d. Performance appraisals on civilian subordinates-- prepare reports.
6	Training opportunities.	a. Civilian--knowledge of DA goal and programs sup- porting achievement thereof; enroll in extension or elective courses. b. Military--knowledge of career courses and func- tional training; enroll in correspondence courses.

DAPC-OPW

SUBJECT: Warrant Officer Orientation Course

<u>ITEM</u>	<u>SUBJECT</u>	<u>TASK ASSOCIATION</u>
7	Presentation skills.	Research, report writing, preparation of studies, briefing and teaching.
8	Army organization; command and staff relationships.	Correlate individual MOS functions with broader Army functions; perform liaison; determine impact of own action upon other affected areas.
9	Personal financial management.	Prepare family budget, evaluate competing insurance proposals, balance checkbook, determine interest rates, evaluate mortgage conditions, interpret financial statements.
10	Pay and allowances.	Review leave and earnings statement; preparation of TDY, PCS travel and dislocation allowance vouchers; movement of HHG and hold baggage.
11	Awards and decorations.	Prepare recommendation for subordinate; evaluate recommendation from Chief NCO on his subordinate.
12	Military discipline.	Prepare a reprimand; process an Article 15; prefer court martial charges.
13	Social customs and courtesies.	Prepare and use calling cards; join officer's club; set up a banquet with receiving line; prepare and respond to invitations; advise spouse of expectations imposed on family.
14	Wearing the uniform.	Prepare each class of uniform for wear. Know normal conditions and restrictions regarding wear, including optional command requirements.

DAPC-OPW

SUBJECT: Warrant Officer Orientation Course

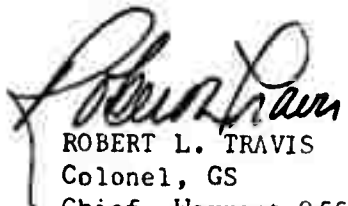
<u>ITEM</u>	<u>SUBJECT</u>	<u>TASK ASSOCIATION</u>
15	Management--planning, organizing, coordinating, directing, controlling.	<ul style="list-style-type: none">a. Personnel--set up shop, assign tasks.b. Maintenance--conduct inspections.c. Supply--order and account for expendables and non-expendables.d. Budget--develop input for command or unit.e. Unit administration--establish files.f. Prepare SOPs.
16	Security; the intelligence cycle and MI support to the division.	<ul style="list-style-type: none">a. Establish physical security for own operation.b. Safeguard defense information.c. Report a security violation.d. Understand capabilities/limitations of MI support at division level.
17	Resources for problem solving.	Knowledge of references and agencies that may be consulted to develop solutions to personal or official problems: Conduct practice counseling sessions to evaluate and properly refer hypothetical cases.
18	Organizational effectiveness, RR/EO, Drug/Alcohol Programs.	<ul style="list-style-type: none">a. Strengthen unit leaderships.b. Counsel and guide subordinates.

DAPC-OPW

SUBJECT: Warrant Officer Orientation Course

4. Recommend the Army Mutual Aid Association located at Fort Myer, Virginia be contacted for possible assistance in helping to develop information for presentation of personal financial management guidance.

FOR THE COMMANDER:



ROBERT L. TRAVIS

Colonel, GS

Chief, Warrant Officer Division

1 Incl
Information Paper-Reactivation
of Warrant Officer Orientation
Course

ATLJ-TD-TAD-TA

Task List - Warrant Officer Orientation Course (WOOC)

TAD, Dev Br.
ATTN: Mr. Geddes

Major Murphy

25 Jan 79
MAJ Murphy/jmm/7111

1. The following tasks are identified for the WOOC. Since the purpose of the course is to transition newly appointed non-aviator warrant officers from enlisted to officer status, no MOS specific tasks are included.

2. The format used shows two columns - GROSS TASKS AND KNOWLEDGES and RELATED SUBJECT AREAS to facilitate the identification and procurement of training material from the proponent schools. This format is allowed by TRADOC publication: Job and Task Analysis Process for Supervisory Jobs, dated 15 Nov 78. This publication meets the requirements set forth in TRADOC CIR 351-4.

1 Incl

1. Task List - Warrant Officer
Orientation Course (WOOC)

JOHN E. MURPHY

MAJ, IN

Chief, Training Analysis Branch

MAJ MURPHY

TASK LIST

Warrant Officer Orientation Course

<u>ITEM</u>	<u>(GROSS) TASKS AND KNOWLEDGES</u>	<u>RELATED SUBJECT AREAS</u>
1	Assignments, Personnel Actions and Professional Development throughout a warrant officer career.	Orientation by Warrant Officer Division, USAMILPERCEN or representative.
2	Leadership, management; set example, integrity, teaching, counseling.	Role of an officer; holding of an "office."
3	<u>Additional duties:</u> mission of unit, welfare of subordinates, professionalism and ethics.	Responsibility as a warrant officer.
4	Knowledge of DA Pam 600-11; acquaintance with systems affecting advancement and release; correspondence with career managers and HQDA selection boards; preparing preference statements; obtaining official photographs; preparing applications for VI or RA status.	Career expectations.
5	<p>a. OER on self--interplay with rating officials; preparing appeals.</p> <p>b. OER on subordinate warrant officers--preparing reports.</p> <p>c. EER on enlisted subordinates--prepare reports.</p> <p>d. Performance appraisals on civilian subordinates--prepare reports.</p>	Evaluation reporting.

<u>ITEM</u>	<u>GROSS TASKS AND KNOWLEDGES</u>	<u>RELATED SUBJECT AREAS</u>
6	<p>a. Civilian—knowledge of DA goal and programs supporting achievement thereof; enroll in extension or elective courses.</p> <p>b. Military—knowledge of career courses and functional training; enroll in correspondence courses.</p>	Training opportunities.
7	Research, report writing, preparation of studies, briefing and teaching.	Presentation skills.
8	Correlate individual MOS functions with broader Army functions; perform liaison; determine impact of own action upon other affected areas.	Army organization; command and staff relationships.
9	Prepare family budget, evaluate competing insurance proposals, balance checkbook, determine interest rates, evaluate mortgage conditions, interpret financial statements.	Personal financial management.
10	Review leave and earnings statement; preparation of TDY, PCS travel and dislocation allowance vouchers; movement of HHG and hold baggage.	Pay and allowances.
11	Prepare recommendation for subordinate; evaluate recommendation from Chief NCO on his subordinate.	Awards and decorations.
12	Prepare a reprimand; process an Article 15; prefer court martial charges.	Military discipline.

<u>ITEM</u>	<u>GROSS TASKS AND KNOWLEDGES</u>	<u>RELATED SUBJECT AREAS</u>
13	Prepare and use calling cards; join officer's club; set up a banquet with receiving line; prepare and respond to invitations; advise spouse of expectations imposed on family.	Social customs and courtesies.
14	Prepare each class of uniform for wear. Know normal conditions and restrictions regarding wear, including optional command requirements.	Wearing the uniform.
15	<ul style="list-style-type: none"> a. Personnel--set up shop, assign tasks. b. Maintenance--conduct inspections. c. Supply--order and account for expendables and non-expendables. d. Budget--develop input for command or unit. e. Unit administration--establish files. f. Prepare SOPs. 	Management--planning, organizing, coordinating, directing, and controlling.
16	<ul style="list-style-type: none"> a. Establish physical security for own operation. b. Safeguard defense information. c. Report a security violation. d. Understand capabilities/limitations of MI support at division level. 	Security; the intelligence cycle and MI support to the division.

<u>ITEM</u>	<u>GROSS TASKS AND KNOWLEDGES</u>	<u>RELATED SUBJECT AREAS</u>
17	Knowledge of references and agencies that may be consulted to develop solutions to personal or official problems; Conduct practice counseling sessions to evaluate and properly refer hypothetical cases.	Resources for problem solving.
18	<p>a. Strengthen unit leaderships.</p> <p>b. Counsel and guide subordinates.</p>	Organizational effectiveness, RR/EO, Drug/Alcohol Programs.

NOTE: Essential subjects
will be identified later
with guidance from
my collaborator - T. R. D. C.
12 Jan 1970.
J. J. [unclear]

ANNEX B

Task List, Appendix O from the
Warrant Officer Candidate Military Development
Study, dated May 1978

APPENDIX O

TASK ANALYSIS AND SPECIALTY IMMATERIAL DUTIES OF THE WARRANT OFFICER

A. REQUIREMENT: Prepare a task inventory based on data collected by the study group field committee, DA surveys, and the jury of experts method.

B. DISCUSSION: A task list was prepared for use in selecting subject areas for inclusion in the proposed Warrant Officer Basic Course. The task inventory was compiled based on a review of previous DA surveys, study group interviews with WOCD graduates in the field and the opinions of study group members. The task list reflects those duties performed by the warrant officer on initial assignment.

	Tasks or duties identified as being performed by 50% or more of WOs upon initial assignment: DA Survey	Tasks or duties identified as being performed by 50% or more of WOs upon initial assignment: WO Study Group	Task or duty is taught in present WOCHDC, 2C-F 32	Task or duty peculiar to Aviation Warrant Officers	Task or duty--Warrant Officer Speciality immaterial	Recommended for inclusion in WOCHDC, 2D-F 32	Recommend for inclusion in WOBC Branch immaterial
Perform briefings to newly assigned personnel	X	X			X	X	X
Request training materials	X		X		X		X
Develop instructional materials					X		X
Develop Course of instruction					X		X
Requisition instructional moduli from proponent agencies					X		X
Present academic instruction	X				X		X
Present military briefings	X	X	X		X	X	X
Perform administrative supervision for DA civilian personnel					X		X
Prepare OER, EER and SEER	X	X			X	X	X
Analyze subordinate needs	X				X	X	X

	Tasks or duties identified as being performed by 50% or more of WOs upon initial assignment: DA Survey	Tasks or duties identified as being performed by 50% or more of WOs upon initial assignment: WO Study Group	Task or duty is taught in present WOCMDC, 2C-F 32	Task or duty peculiar to Aviation Warrant Officers	Task or duty--Warrant Officer Speciality Immaterial	Recommended for inclusion in WOCMDC, 2D-F 32	Recommend for inclusion in WOBC Branch Immaterial
Apply accepted management principles and concepts to management situations	X	X		X	X	X	X
Counsel personnel on drug abuse	X	X	X		X	X	X
Counsel Personnel on family problem		X			X	X	X
Counsel personnel on job performance	X	X			X	X	X
Counsel personnel on financial problem		X			X	X	X
Counsel enlisted personnel in regards to career development		X			X	X	X
Write recommendations for military awards	X	X			X	X	X
Write recommendations for civilian awards	X				X		X
Write letters of appreciation and commendation	X	X			X	X	X
Write military letters	X	X	X		X	X	X

	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: DA Survey	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: WO Study Group	Task or duty is taught in present WOCMDC, 2C-F 32	Task or duty peculiar to Aviation Warrant Officers	Task or duty---Warrant Officer Speciality immaterial	Recommended for inclusion in WOCMDC, 2D-F 32	Recommend for inclusion in WOBC Branch immaterial
Write non-military letters	X	X	X		X	X	X
Prepare Disposition Form	X	X	X		X	X	X
Write after-action reports	X	X			X	X	X
Prepare SOPs	X	X			X	X	X
Write research papers	X	X			X	X	X
Prepare Staff Study	X	X			X	X	X
Critique student performance		X			X	X	X
Apply oral communication directions	X	X	X		X	X	X
Recommend MOS actions of personnel					X		X
Apply utilization and assignment policies of personnel				X			X

	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: DA Survey	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: WO Study Group	Task or duty is taught in present WOCMDC, 2C-F 32	Task or duty peculiar to Aviation Warrant Officers	Task or duty--Warrant Officer Speciality Immaterial	Recommended for inclusion in WOCMDC, 2D-F 32	Recommend for inclusion in WOBC Branch Immaterial
Recommend enlisted personnel for promotion or reduction	X	X			X		X
Plan Career Development	X	X			X	X	X
Counsel subordinates on Discharge Programs and Separation Certificates	X				X	X	X
Interview personnel for job replacement	X				X	X	X
Prepare resumes					X		X
Prepare training aids request	X	X			X		X
Inspect training aids and equipment	X	X			X		X
Coordinate training support	X	X			X		X
Conduct unit training	X	X			X		X
Prepare Training Evaluation Reports					X		X

	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: DA Survey	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: WO Study Group	Task or duty is taught in present WOCMDC, 2C-F 32	Task or duty peculiar to Aviation Warrant Officers	Task or duty--Warrant Officer Speciality immaterial	Recommended for inclusion in WOCMDC, 2D-F 32	Recommend for inclusion in WOBC Branch immaterial
Counsel soldiers on Skill Qualification Test	X	X			X		X
Plan vehicle/equipment preventive maintenance program	X	X			X	X	X
Prepare preference Statement	X	X			X	X	X
Brief duty officer	X	X			X		X
Prepare a file system plan under TAFPS and TUFFS	X	X			X		X
Construct P.E.R.T. Charts	X	X			X		X
Perform as unit Operations Officer	X	X			X	X	X
Perform as unit Reenlistment Officer	X	X			X		X
Perform as unit Classified Documents Custodian	X	X			X	X	X
Perform as unit Forms Control Officer	X	X			X	X	X

	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: DA Survey	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: WO Study Group	Task or duty is taught in present WOCMDC, 2C-F 32	Task or duty peculiar to Aviation Warrant Officers	Task or duty--Warrant Officer Speciality immaterial	Recommended for inclusion in WOCMDC, 2D-F 52	Recommend for inclusion in WOBC Branch immaterial
Organize Unit Recreation Activities	X	X			X	X	X
Draft message form	X	X			X	X	X
Utilize functional file system	X	X			X	X	X
Pay military personnel	X	X			X	X	X
Pay foreign nationals	X	X			X		X
Prepare personnel manning charts	X	X			X		X
Performs as unit Vector Control Officer	X	X			X	X	X
Performs as Survivor's Assistance Officer	X	X			X	X	X
Performs Next-of-Kin Notification					X		
Performs as Burial Detail Commander					X		

	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: DA Survey	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: WO Study Group	Task or duty is taught in present WOCMDC, 2C-F 32	Task or duty peculiar to Aviation Warrant Officers	Task or duty--Warrant Officer Speciality Immaterial	Recommended for inclusion in WOCMDC, 2D-F 32	Recommend for inclusion in WOBC Branch immaterial
Draft unit Safety SOPs	X	X			X	X	X
Draft unit Training Plans	X	X			X	X	X
Conduct safety inspections	X	X			X	X	X
Conduct safety training	X	X			X	X	X
Conduct unit fire inspections	X	X			X	X	X
Draft inspection reports	X	X			X	X	X
Prepare daily Staff Journal and Duty Officer's Log	X	X			X	X	X
Provide voting information and assistance	X	X			X		X
Perform as unit PAO Officer					X		X
Draft annual unit budget requirements	X	X			X	X	X

	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: DA Survey	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: WO Study Group	Task or duty is taught in present WOCHDC, 20-F 32	Task or duty peculiar to Aviation Warrant Officers	Task or duty---Warrant Officer Speciality Immaterial	Recommended for inclusion in WOCHDC, 20-F 32	Recommend for inclusion in WOBC Branch Immaterial
Conduct unit Food Service Activities							X
Prepare work request	X	X			X	X	X
Direct Self-Help programs	X	X			X		X
Prepare administrative SOPs	X	X			X	X	X
Monitor mail room operation					X		X
Recommend personnel for decorations	X	X			X		X
Recommend personnel for elimination					X		
Requisition unit Manuals/Publications	X	X			X	X	X
Conduct Accident Prevention Classes	X	X			X	X	X
Performs as Income Tax Officer		X			X		X

	Tasks or duties identified as being performed by 50% or more of WOs upon initial assignment: DA Survey	Tasks or duties identified as being performed by 50% or more of WOs upon initial assignment: WO Study Group	Task or duty is taught in present WOCMDC, 2C-F 32	Task or duty peculiar to Aviation Warrant Officers	Task or duty--Warrant Officer Speciality Immaterial	Recommended for inclusion in WOCMDC, 2D-F 32	Recommend for inclusion in WOBC Branch Immaterial
Performs as Junior Officer Council member		X			X	X	X
Performs as Real Property Custodian		X			X		X
Performs as sponsor for new personnel		X			X		X
Performs as Social Function Action Officer		X			X	X	X
Direct unit Suggestion Program		X			X	X	X
Perform as Energy Conservation Officer	X	X			X	X	X
Perform as Human Relations Officer	X	X			X	X	X
Conduct drug abuse/race relation classes	X	X			X	X	X
Conduct fire drills	X	X			X	X	X
Draft fire plans	X	X			X	X	X

	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: DA Survey	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: WO Study Group	Task or duty is taught in present WOCMDC, 2C-F 32	Task or duty peculiar to Aviation Warrant Officers	Task or duty--Warrant Officer Speciality immaterial	Recommended for inclusion in WOCMDC, 2D-F 32	Recommend for inclusion in WOBC Branch immaterial
Perform communication security and authentication	X	X	X		X	X	X
Conduct physical training	X	X	X		X	X	X
Determines physical training requirement	X	X	X		X	X	X
Develop physical fitness training program	X	X			X	X	X
Inspect unit Area/Guard Mount and Ceremonies	X	X	X		X	X	X
Performs as Cash Verification Officer	X	X			X	X	X
Performs as member of Club Advisory Council					X		X
Performs as Equal Opportunity Officer	X	X			X	X	X
Identify lost/damaged supplies and equipment	X	X			X	X	X
Direct/Evaluate unit Supply Activities	X	X			X	X	X

	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: DA Survey	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: WO Study Group	Task or duty is taught in present WOCMDC, 2C-F 32	Task or duty peculiar to Aviation Warrant Officers	Task or duty--Warrant Officer Speciality Immaterial	Recommended for inclusion in WOCMDC, 2D-F 32	Recommend for inclusion in WOBC Branch Immaterial
Direct inventories of personal clothing and equipment	X	X			X		X
Conduct Report of Survey	X	X			X	X	X
Calculate unit Fuel Requirements			X	X		X	
Compute REDCON for Unit Equipment		X	X		X		X
Maintain Manual Property Book	X	X			X	X	X
Determine Financial Requirements	X	X			X	X	X
Review unit Movement Plans					X		X
Inspect unit Fire Fighting Equipment	X	X		X	X	X	
Submit Supply Follow-ups	X	X			X	X	X
Request supply cancellations	X	X			X	X	X

	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: DA Survey	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: WO Study Group	Task or duty is taught in present WOCMDC, 2C-F 32	Task or duty peculiar to Aviation Warrant Officers	Task or duty--Warrant Officer Speciality immaterial	Recommended for inclusion in WOCMDC, 2D-F 32	Recommend for inclusion in WOBC Branch immaterial
Design/Inspect storage areas for unit supplies and equipment	X	X			X	X	X
Inspect unit supplies and equipment	X	X			X	X	X
Inventory unit supplies and equipment	X	X			X	X	X
Distribute unit supplies and equipment	X	X			X	X	X
Complete supply/equipment records and forms	X	X			X	X	X
Lirece/Review/Inspect unit supply and equipment security procedures	X	X			X	X	X
Dispose of unit supplies and equipment	X	X			X	X	X
Perform Nuclear Weapons security	X	X		X		X	X
Prepare/Maintain Operations Planning Maps/Overlays	X	X	X	X		X	
Conduct Physical Security Inspections	X	X		X	X	X	X

	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: DA Survey	Tasks or duties identified as being performed by 50% or more of WOLs upon initial assignment: WO Study Group	Task or duty is taught in present WOCMDC, 2C-F 32	Task or duty peculiar to Aviation Warrant Officers	Task or duty--Warrant Officer Speciality immaterial	Recommended for inclusion in WOCMDC, 2D-F 32	Recommend for inclusion in WOBC Branch immaterial
Fire individual weapons	X	X		X	X	X	X
Test Unit/Individual NBC proficiency		X		X	X	X	X
Prepare unit supply SOP		X		X	X	X	X
Determine/Inspect Basic Load Requirements Class I, III and V	X	X		X	X	X	X
Requisition unit supplies and equipment	X	X		X	X	X	X
Perform unit Supply/Equipment Receiving Procedures	X	X		X	X	X	X
Prepare Equipment Improvement Recommendations (EIR)	X	X		X	X	X	X
Prepare unit Maintenance Reports and Records	X	X		X	X	X	X
Conduct unit Maintenance Inspections	X	X		X	X	X	X
Prepare Maintenance Request	X	X		X	X	X	X

	Tasks or duties identified as being performed by 50% or more of WOs upon initial assignment: DA Survey	Tasks or duties identified as being performed by 50% or more of WOs upon initial assignment: WO Study Group	Task or duty is taught in present WOCMDC, 2C-F 32	Task or duty peculiar to Aviation Warrant Officers	Task or duty--Warrant Officer Speciality immaterial	Recommended for inclusion in WOCMDC, 2D-F 32	Recommend for inclusion in WOBC Branch immaterial
Evaluate Equipment Operational Records (2400-2404)	X	X		X	X	X	X
Perform as Material Readiness Officer	X	X		X	X	X	X
Perform as Technical Services Maintenance Officer	X	X		X	X	X	X
Evaluate Ammunition records and procedures	X	X		X	X	X	
Interpret Operation and FRAG Orders	X	X	X	X	X	X	X
Interpret Tactical Maps	X	X		X	X	X	X

ANNEX C

Breakout of academic hours for original
Warrant Officer Orientation Course POI and
for POI with change effective with Class 81-10

WARRANT OFFICER ORIENTATION COURSE, 9E-F1
PROGRAM OF INSTRUCTION FOR CLASSES 81-1 THROUGH 81-9

Annex Title and Subjects	Hours
WARRANT OFFICER SUBJECTS	
Introduction and Course Overview	1
Warrant Officer Professional Development	4
Customs, Traditions, and Courtesies	1
Warrant Officer Division Orientation	1
Annex Total	<u>7</u>
PROFESSION OF ARMS	
Introduction to Management	6
How to Lead	3
Professional Ethics	2
Training Management	2
US Army Officer Evaluation Reporting System (OES)	2
Effective Listening	1
Military Correspondence	6
Military Presentations	8
Danger Signs and Referral Agencies	1
Counseling Techniques	2
Organizational Effectiveness	2
Enlisted Personnel Management System	4
Service Benefits and Personal Financial Management	6
TAFES and The Army Publications System	3
Military Awards	1
Annex Total	<u>49</u>
MILITARY ARMS	
Organization of the U. S. Army	1
Roles of the Army	2
The Commander and His Staff	2
The Army Maintenance Management System (TAMMS)	2
Unit Status Report	2
Supply Operations	5
Security Awareness	2
Uniform Code of Military Justice (UCMJ)	4
Annex Total	<u>20</u>

WARRANT OFFICER ORIENTATION COURSE, 9E-F1
PROGRAM OF INSTRUCTION EFFECTIVE WITH CLASS 81-10

Annex Title and Subjects	Hours
WARRANT OFFICER SUBJECTS	
Introduction and Course Overview	1
Warrant Officer Professional Development	5
Customs, Traditions, and Courtesies	2
Annex Total	8
PROFESSION OF ARMS	
Introduction to Management	6
How to Lead	3
Professional Ethics	2
Training Management	2
US Army Officer Evaluation Reporting System (OES)	2
Military Correspondence	5
Military Presentations	9
Danger Signs and Referral Agencies	1
Counseling Techniques	2
Organizational Effectiveness	2
Enlisted Personnel Management System	4
Service Benefits and Personal Financial Management	6
TAFS and The Army Publications System	3
Military Awards	1
Annex Total	48
MILITARY ARIS	
Organization of the U. S. Army	1
Roles of the Army	2
The Commander and His Staff	1
The Army Maintenance Management System (TAMMS)	2
Supply Operations	6
Security Awareness	1
Uniform Code of Military Justice (UCMJ)	4
Unit Status Report	3
Annex Total	20
NOTE: In addition to the above, the following were added to the POI to extend the course to three weeks for Class 81-10:	
Drug Abuse	2
Human Relations	4
Soviet Armed Forces	3
World Religions	2
Strategic Balance	2
Aviation Museum Tour	2
Officer Panel	2
MILPERCEN Briefing	3
The remaining time consisted of Commandants Time and Physical Training	

ANNEX D

Memorandum, ATZQ-T-AT, Subject:
Three Week POI for WOOC, dated 15 May 81



DEPARTMENT OF THE ARMY
HEADQUARTERS UNITED STATES ARMY AVIATION CENTER AND FORT RUCKER
FORT RUCKER, ALABAMA 36362

ATZQ-T-AT

15 May 1981

MEMORANDUM THRU: Director of Training and Doctrine
Chief of Staff

FOR: Commander

SUBJECT: Three Week POI for WOOC

1. Beginning with the first class of WOOC (81-1), the indications from both the students and instructors were that too much information was being presented to the students in a short period of time. Also, critiques indicated that an eight hour academic day was too long based on the level of instruction. Most students asked that a six or seven hour day be the limit for classroom instruction.

2. On 15 April, Mr. Privitt (DTD, Project Officer) had a meeting with Major Edge (CTD), on proposed changes to the existing two week POI. At that time Major Edge requested that Mr. Privitt look into the possibility of extending the WOOC to three weeks.

3. On 29 April, Mr. Privitt returned to CTD for a POI content meeting. A proposed three week POI was given to Mr. Privitt by CPT Taylor and Major Monahan. The CTD position was, based on other POI's and instructor commitments, that 8 July would be the ideal start date. It was agreed at the conclusion of the meeting that Major Monahan (CTD) would call MILPERCEN (CW4 Sauer) and Mr. Privitt would contact TRADOC (CW4 Lowery) to ascertain reaction time for POI implementation.

4. Mr. Sauer, MILPERCEN, indicated that 8 July would be a reasonable reaction date. Mr. Lowery stated that, barring resourcing problems, a smooth transition would be possible.

5. Approximately one week later, Mr. Sauer called Major Monahan and asked for the proposed start dates on the 3 week classes. The reason he needed them, he said, was because the "assignment people are putting pressure on me." Major Monahan gave Mr. Sauer the following dates:

<u>REPORT</u>	<u>START</u>	<u>GRAD</u>	<u>CLASS</u>
7 Jul	8 Jul	28 Jul	81-10
4 Aug	5 Aug	25 Aug	81-11
1 Sep	2 Sep	23 Sep	81-12
30 Sep	1 Oct	22 Oct	82-1
29 Oct	30 Oct	20 Nov	82-2
29 Nov	30 Nov	18 Dec	82-3

SUBJECT: Three Week POI for WOOC

15 May 1981

6. CTD became aware of the fact that orders had been sent to the field on the three week course on 12 May when a W.O. from Hawaii called CTD Ops and said he had amendments changing the course from two to three weeks.

7. This fact was verified by a call to MILPERCEN and the Chain of Command was immediately notified.

8. On 15 May, I contacted the Deputy, Warrant Division, LTC Thorpe and informed him that a three week WOOC course had in fact not been formally approved at Fort Rucker and that all students should be advised not to report for a three week course commencing on 8 July. All of the coordination and FONECONS leading up to this situation have been at the action officer level. There has been no formal correspondence with TRADOC and MILPERCEN. LTC Thorpe informed me that it would be difficult to change the orders of student scheduled to report for the 8 July class but he could change the orders for subsequent classes to reflect the original two week course.

9. An additional FONECON with COL Morgan, Chief, Warrant Division by me at his quarters on 151550 May indicates that after he looks at the overall impact, he may be able to amend the orders to maintain the two week flow. He will confirm this Monday AM, 18 May 1981.

WILLIAM K. KUYKENDALL
Colonel, Infantry
Director

ANNEX E

Memorandum, ATZQ-T-AT-O, Subject: Deficiencies
and Shortcomings in the POI of the Warrant Officer
Orientation Course (WOOC), dated 29 May 81



DEPARTMENT OF THE ARMY
HEADQUARTERS UNITED STATES ARMY AVIATION CENTER AND FORT RUCKER
FORT RUCKER, ALABAMA 36362

ATZQ-T-AT-O

29 May 1981

*We will force
sure will force
understand
it's a
2 WOC
7b*

MEMORANDUM THRU ~~DIRECTOR OF TRAINING DOCTRINE~~
~~CHIEF OF STAFF~~

FOR COMMANDER / 3 JUN 1981

SUBJECT: Deficiencies and Shortcomings in the POI of the Warrant Officer
Orientation Course (WOOC)

1. Commencing on 2 March 1981, six two-week, 80-hour WOOC's have completed the prescribed Program of Instruction (POI). The preponderance of academic instruction is presented by the Career Training Division, Department of Academic Training (DOAT). Joint development on the current nonaviator POI, dated August 1980, was begun in July 1979 by Directorate of Training Development (DTD) and DOAT Subject Matter Experts (SME). To assist in the project, Warrant Officer Senior Course (WOSC) students in Class 79-2 participated in the design of the course.
2. In December 1980 DA approved the directed overstrength of two warrant officer instructors to USAAVNC in order that the WOOC could begin as soon as possible. The date 2 March 1981 was selected, and students reported to accommodate this start date.
3. As part of the DOAT Internal Training Evaluation Program, weekly written critiques soliciting comments on course content and instructor qualities are collected from each WOOC student. Following a comprehensive analysis and cataloging of comments, the critiques are circulated to appropriate agencies, ultimately to be studied and stored at Course Development Division, DTD.
4. As a result of a thorough analysis of the student critiques from the first six classes and the SME/instructor's perception of the effectiveness of the course content to satisfy the warrant officer students' needs, we found the POI to be lacking in several areas. Specifically, the course is well received by the students; they overwhelmingly endorse the POI and appreciate the opportunity to attend but affirm the fact that there is insufficient class time to adequately deal with much of the subject matter. The SMEs agree that we are expecting the students to absorb an inordinate

ATZQ-T-AT-0

29 May 1981

SUBJECT: Deficiencies and Shortcomings in the POI of the Warrant Officer Orientation Course (WOOC)

amount of often unrelated material in an eight hour academic day and that there are several subjects, to be adequately addressed, that merit additional conference time and practical exercises. In addition to the subjects that could be expanded, the SME's have discovered a marked deficiency in the students as a whole, notably in Soviet Armed Forces and Strategic Balance, among others.

5. Coupled with the comprehensive study of student critiques and the feedback gleaned by SME's, the findings suggest the POI warrants expansion and some revision. In accordance with TRADOC PAM 350-30, Course Development Division/RETO, DTD, will conduct an expeditious analysis of the course designed to verify the job analysis, task selection, and performance measure functions previously developed by DTD and assisted by DOAT SME's.

6. As the analysis progresses, we will weigh any prospective expansion of the course against our ability to support an estimated 600 students in FY 82 with qualified instructors and the ever diminishing number of available classrooms.


WILLIAM K. KUYKENDALL
COL, Inf
Director

CF:
DTD

JUN 03 1981

WELL SAID, KEO.
I SUSPECT THAT IT WILL
HAVE TO BE LENGTHENED - ENOUGH
BUT JUST HOW MUCH IS SAY -
LET DET + DTD HAVE AT IT.

ANNEX F

USAAVNC (DOTD-DOAT) Form 749,
Academic Instructor Evaluation

ACADEMIC INSTRUCTION EVALUATION			
1. Instructor	Div	Branch	Date/Time
Course	Subject & File No		Building/Room
2. The applicable items in the following lists were considered when observing this class:			
<u>CLASS MANAGEMENT</u>	<u>PRESENTATION</u>	<u>INSTRUCTIONAL MATERIALS</u>	<u>FACILITY</u>
Preparation	Introduction	Student Outline	Cleanliness
Class Control	Eye Contact	Practical Exercise	Arrangement of Classroom
Diplomacy and Tact	Training Objectives	Programmed Text	Distractions
Timing	Learning Sequence	Comprehension Check	Ventilation
Visitor's Lesson Plan	Enthusiasm	Summary Sheet	Temperature
DOAT Critiques	Follow Lesson Plan	Student Equipment	Lighting
Current Lesson Plan	Confidence	TV Tape	Projectors
Practical Exercise	Extraneous Material	Training Film	TV Monitors
Comprehension Check	Terminology	35MM Slides	
Embossographed Cards	Questioning Technique	Overhead Slides	
	Demonstration	Training Devices	
	Fielding Student Questions	Chalkboard	
	Receptiveness		
	Objectives Learned		
	Effectiveness		
3. Comments			
4. Recommendations for Improvement			
Observer/Division			

ANNEX G

USAAVNC (DT-DOAT) Form 341
DOAT Academic Critique Form

DOAT ACADEMIC CRITIQUE FORM

COURSE: _____

CLASS: _____

NAME: _____
(OPTIONAL)

SUBJECT

SUBJECT MATTER CONTENT

INSTRUCTOR QUALITIES

EXAMINATION (S)

ACHIEVE LEARNING OBJECTIVES

ADEQUATE TIME

LEARNING SEQUENCE

HANDOUT MATERIAL

TRAINING AIDS

ASSISTANCE PROVIDED (PE, PT, and SELF PACED)

CLASS MANAGEMENT

ATTITUDE / ENTHUSIASM

ENCOURAGE QUESTIONS/DIS.

PREPARATION

RATING SCALE

5=OUTSTANDING

4=ABOVE AVERAGE

3=AVERAGE

2=BELOW AVERAGE

1=UNSATISFACTORY

WRITTEN COMMENTS:

USE REVERSE SIDE IF REQUIRED

USAAVHC (DT-DOAT) Fm 34-1, 1 Apr 79

WRITTEN COMMENT CONT:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

ANNEX H

Written critique comments
from Classes 81-9 and 81-10

CRITIQUE
WRITTEN COMMENTS
Class 81-9

1. TAMMS, Service Benefits, Supply, Military Correspondence, Warrant Officer Professional Development, and Warrant Officer Division Orientation all need more classroom time. Very good courses--just not enough time to put out all of the information.

2. Organizational Effectiveness is OK but not really needed at this level. CW4 Earl is an outstanding instructor. His style is relaxing but still not loose--extremely knowledgeable. Course should be extended as it is something we will be directly faced with and need more of this.

3. I rate the course "4-5." I gained an awful lot of information; however, I did find that a majority of the subject matter is a repetition of prior NCOES training. My only concern is what next? From what I hear, the Advanced Course is a repetition of this course. If it is in a building sense, great. But, if it is just a slight overview again, then I feel a mistake is being made. Will I see the same material in the Senior Course? What I'm trying to get to is: School in a progressive level should build on the previous level; however, what I fear most is that there does not appear to be an introduction of "new" material to expand one's knowledge.

The subjects that I did rate, I felt were below a "5" level, and I did not gain anything out of. The handouts were the finest I have run into. Keep the actual FMs, etc., should someone care to look them over, but I don't feel they are necessary. The instructors were outstanding, well versed, knowledgeable, and down to earth. If they didn't know the answer, they didn't try to "blow smoke." However, they did follow-up in this area with requested information in a timely manner.

If at all possible, avoid making this material testable. Having been an instructor, I can appreciate the value of an examination; however, in this type course I found personnel more interested, outgoing, and willing to participate and I believe it was due to the fact they weren't attempting to pick out questions from each presentation.

One area I was disappointed in was the amount of professionalism I saw here--not department personnel, but students or some of the aviators. I can appreciate having good order and discipline in a training environment (candidates), and I was extremely impressed by their conduct; however, it flat ticks me off when I see personnel out of uniform, outside, around these kids that have had "high standards" impressed upon them. A double standard just doesn't make it, and even though we are all officers, the barbers have a little more business out there than they are seeing.

Overall, thank you for an extremely interesting course. I hope that it continues to expand. Considering the amount of time the course has been taught, and its development, someone's doing a pretty good job.

4. MAJ Payne spent a lot of time discussing areas such as the OE school that have no bearing on how the OE program can help us in the unit level. Service Benefits class should be earlier, preferably the first day. Overall, more time needs to be given to certain areas such as Benefits, Warrant Officer Division Orientation, Security Information, UCMJ, Publications, Effective Listening, OER's, and EPMS.

5. More time should have been given to the subjects: The Army Maintenance Management System, Service Benefits, and Personal Financial Management, Supply Operations, Unit Status Reporting, and How to Lead.

6. More time should be spent on Warrant Officer Professional Development.

7. Warrant Officer Orientation Course should be increased in length by one week.

8. Overall an outstanding course with outstanding instructors. More emphasis should be placed on warrant officer related subjects. This should be the core of the course, not a small bite.

9. I think that three weeks is the way to go. All the instructors are top notch and made some dull subjects interesting. In my case the Army's money was well spent.

10. OE seemed to concentrate more on training of OEMC's rather than functional capabilities.

11. Class training schedules were inaccurate as to references required during class periods. This is a very good all around course that fills the void in transitioning between enlisted and warrant officer status. Also, more time should be devoted to financial management and investments.

I would like to see a block of instruction on TDA/TOE and Manpower Surveys. The time spent here would be more useful if all of the classes overlapped a few days, even though this would probably cause logistics problems.

12. I feel that subjects which deal with the actual transition to warrant status should be covered early in the course (professional development, OERs, customs, etc.) and then move into subjects which can be used to advance each individual's job performance. Also feel that some subjects could be covered in more detail. Definitely not adequate time for the subjects covered. We only receive an overview and very seldom get into the meat of the subject.

13. This is the most outstanding military course I have ever had the chance to attend. The instructors and the whole school cadre are a credit to the Army.

14. Add at least one more hour to Service Benefits & Personal Financial Management. Eliminate PLL. Two hours scheduled for OE presentation was excessive. Suggest that more group discussion be solicited, cut back the time, and integrate additional items into the presentation. The view graphs used for the Army Maintenance Management System class contained a lot of information--and were read verbatim by the instructor.

15. My first opinion was that it was a waste of time to allow each member of the class to make a presentation; however, my opinion changed after we began, because of the critiques. One is able to improve himself. The classes on Unit Status Reports, and Service Benefits and Personal Financial Management should be allowed more time (very interesting). Each class member should be allowed to introduce himself on the first day, to bring about a more relaxed climate.

16. All the classes were extremely valuable to me; however, those pertaining to UCMJ, Customs/Traditions, and the US Army Officer Evaluation System were the most informative for the entire class. This course is a necessity for all new warrant officers.

17. UCMJ class was very well presented, with interests and participation of students used to the highest degree.

18. Introduction to Management should be moved to the first day of the course. Service Benefits class was well prepared and presented. Outstanding.

19. Need more time on Effective Listening. If possible some exercises from the L & MDC Course (OE) should be thrown in. Presentations on Service Benefits and Financial Management were extremely excellent!! Best class on OER and Support Forms I have heard. Not only was the use of the form stressed, but also the instructor tied in objective setting and goal setting after talking to your rater. More time should be spent on TAFPS. Completion of a Recommendation for Award would have added emphasis to the need to be "short and to the point." Handout on Customs, Traditions, and Courtesies is very informative--especially like the information for the wife. More class discussion is needed on ethics. I believe a class on positive counseling used to maintain good behavior and morale should be given.

20. Not enough time on most subjects. I have attended ANCOES and a lot of the subjects were repeated, but this course has helped me make the transition from enlisted to warrant status. Good job.

21. I've had all classes before, but the course provided me with updated material and was a terrific refresher course. Excellent instructors.

CRITIQUE
WRITTEN COMMENTS
Class 81-10

1. Examination at the end of handout materials would prove to be very helpful if used. There is something about knowing you will be tested.

2. Three weeks is too long for the training involved. More emphasis on WO Professional Development. Delete classes that are repetitious of NCO type classes. Far too much free time. Add some classes on the military finance system, i. e., PCS moves, TDY, etc. The intent behind this school is excellent, but more work is needed on the classes taught. There is entirely too much repetition of classes we have already had as NCO's. Not enough time was spent on the WO's type classes, i.e., OER, Customs, WO Professional Development, etc. Some of the instructors were not as familiar with their classes as they should have been and merely read from their lesson plans. Mr. Broome, CPT Brice, and Mr. Moran were excellent instructors. Scheduling of the classes was poor. No one knew what classes we were having. Too much free time and lack of more time of classes mentioned above and the need for additional classes.

3. Majority of classes were good, but were also repeats of previous training given in other Army courses (NCO Academy, ANCOES, etc). Didn't seem to be much of WO orientation course (difference between enlisted and officer status) but more of a basic leadership course.

4. Drug Abuse class was the best I've ever had. TAMMS class was dull and ineffective. Mr. Dillon let the class control him. Course could have been two weeks with the same results.

5. I believe that some of the classes are not really needed for this course, such as Human Relations and others. The course should only be maybe extended from two weeks to end on a Friday instead of a Tuesday.

6. (OESO) class was too involved and not to the point. The instructor kept going back to his job. The class should be cut to one hour and put out only necessary points. The TAMMS class was poorly presented. The following classes should be reviewed for cancellation:

- a. OESC: Too much personalized opinions by the instructor.
- b. TAMMS: Should be revised to give an overall outlook of the systems.
- c. Military Presentations: There's no use for 10 minutes class by the students. The course could be cut back to two weeks without the students giving classes.
- d. Museum Tour: Cut it loose. It has no learning points for the students in WOOC.
- e. Security Awareness: The class had to be shortened for the museum tour. The class didn't receive all the instruction we should have, which we might need later in our careers.
- f. Live Fire Demonstration: No need for it.
- g. Personal Financial Management: Class is way too long. Too much unneeded information put into the instructions.

The following classes should have more time allotted to them:

- a. Counseling
- b. WO Professional Development
- c. Roles of the Army

Comments: Hours of classes should be from 0730-1130 and 1230-1630. Hours of class time lost during the three weeks were: 15 hours by getting out at 1530, 5 hours by museum tour and live fire demonstration, 4 hours for military presentation research.

7. The course as presently organized at this time is a waste of approximately 2 weeks time. Approximately 90% of material covered during the course was material not essential to the conversion from enlisted to warrant officer. The majority of the personnel attending the course have attended advanced NCOES/NCO Academy and other sources of training which has provided the members of this class with the same training. I feel that classes such as TAMMS, Unit Status Report, Supply Procedures, Military Correspondence should be reduced to a maximum of 1 hour each. The possible exception to this would be Military Correspondence and the writing of the OER. This is one area where all personnel need assistance. Another area where there was a waste was Organizational Effectiveness. I felt that the first hour where a brief introduction to the concept was provided was fine. However, I do not need a 1 hour block of instruction on the specific aspects of how the man goes about doing his job. Other aspects of the course that need to be altered is the excess amount of free time. Only a couple of days did the class last until 1630. The average time that the class was released was 1430. Further, on several days classes were released earlier than the normal lunch period. One period, no instructor was available to present the class. I feel that the Orientation Class is a good idea, and should be continued; however, I feel that all classes not dealing with the transition between enlisted and officer should be eliminated. If they are utilized as filler classes they should be brief and only an introduction.

8. SSG Maurice presented the OESO class in a good manner; however, it could have easily been presented in one hour and provide/produce the same objectives. CPT Brice presented the How to Lead class well--class was too long. Should not be more than a one or two hour block. Mr. Moran did an outstanding job in the preparation and presentation of the Drug Abuse class. Supply Operations was excessively long and detailed. This class could have been shortened to two or three hours and achieved the same objectives. The Unit Status Report class was presented in too detailed a manner--could have presented the same basic objectives in one hour.

9. I feel that the information presented could be given in a two week block. Three weeks is entirely too long. The information that is presented is good; however, I feel the museum tour could be deleted, and also the fire power display. I feel that the overall scope of the course is outstanding, and the instructors are very knowledgeable in their subjects. Warrant Officer Division Orientation/Development was covered by two different instructors. I feel that if the material is that important, maybe a quiz should be given. I would recommend that on some subjects a non-graded test be given. This might be a useful tool to identify an area where more coverage and time should be spent.

10. Unit Status Report is very uncalled for. Not any of us will ever do this.
11. I feel we don't need the TAMMS class. Course too long. I feel World Religions was a waste of time. We already know about EPMS. The museum tour was not important. I feel this course needs to be only two weeks long.
12. Drug Abuse class was truly far superior to any one I've attended. Danger Signs class training aids had misspellings. Class on OERs could have used more time. Warrant Officer Professional Development could have used more. Delete museum tour completely. USR class was too much in detail.
13. Although I rated the OER's adequate time/outstanding, this area has direct bearing on all and should receive more time. Speaking for myself, I left this class with unanswered questions, not because of the instructor but the time. The following classes in my opinion were excellent - Drug Abuse, Supply Operations, WO Professional Development, and OER's. Not saying the others weren't good, its just I found these classes exceptional and interesting. These following classes should not be cut, but decreased in time - Unit Status Report and EPMS. Overall, I really enjoyed the course. I got a lot out of it and recommend all newly appointed warrant officers attend. Thank you.
14. The Drug Abuse Class is perhaps the most interesting and informative I have ever attended! I believe that quarters should have been awaiting upon our arrival to save both money and inconvenience. I believe the course is without doubt needed for the warrant officer corps. With more effective use of a training schedule, the course should be condensed into 7 to 10 days using full days 0730-1630.
15. Too much time on TAMMS. OESO - should consider using the OE officer for this instruction to present insight on OE Army-wide. Overall course is good, but too long! Supply Operations and Unit Status Reporting should be taught at the beginning of course. Delete the museum tour.
16. The Drug Abuse class given by Mr. Moran was outstanding and interesting. I commend him for such an excellent class. CW3 Dillon's class on TAMMS was inadequate. There should have been more time spent preparing. Overall instruction was good. My only comment is that the classroom time should have run all day.
17. The course is way too long. Some of the subjects are very repetitive. I feel that the course should be condensed and some subjects cut out such as TAMMS, How to Lead, Introduction to Management, Counseling, Museum Tour, Fire Power Demonstration, etc. I also feel that some subjects could be added but should be geared more for the transition from enlisted to warrant and not the way the course seems to be set up.
18. A good course. Valuable to me and I think valuable to all of us. I think the course should be limited to two weeks and subjects condensed to those things directly related to warrant officer transition. Leadership subjects are not so important here as some of the functional areas such as OERs, Professional Development, Customs, Courtesies and Traditions, etc. With the course restructured to those areas into two weeks, it would make it outstanding.

19. This class should be 1½ to 2 weeks in length. I feel the course subjects should be selected by the warrants attending the course, then write a complete schedule. For example, there was 112 hours of classroom time which could have been used but wasn't. There is only 76 hours of subject material, so the rest of the time was wasted. I feel there is 33 hours of subjects I need. There are some subjects that are completely unnecessary. A great deal of these subjects are drilled into us in Basic NCO Academy. The subjects taught could be given at everyone's post and it would save the military a great deal of money in TDY claims.

20. More should be given about uniforms; I am still not sure of how to place brass on officer greens.

21. Personal Financial Management--I think this class was very helpful to me. I wish I had had it years ago. I recommend you keep this class going.

22. This course has been a very informative three weeks. I think more organization is needed on class scheduling. I have noted some classes that were scheduled, but due to time factor, the class was not presented.

23. Visual slide screen is difficult to see when platform lights are on. Some instructors seemed to be unaware of this. My primary criticism is the course length. Three weeks is way too long, for several reasons:

a. The primary focus of the course should be on the transition from enlisted to WO. The classes offered us in this area were all outstanding, and left me hungry for more (CTC, WO Professional Development). Several classes were offered that were not needed.

b. The experience level of the WOOC students is approximately 10-16 years. Additionally, all were procured from within the NCO ranks. Much of the material we covered was previously covered in basic or advanced NCO courses or learned simply by experience. The most glaring example of this was the class on TAMMS. The material presented in the class was esoteric and applied only to those who would be using TAMMS on a daily basis (and those individuals obviously knew more about the field than the instructor). What we need to know about TAMMS we already know from previous experience or training.

c. There was no challenge to the course. We were in class on an average of 4-6 hours per day with extra time given for research. The only trouble was that we didn't need to research anything. Perhaps making some of the classes testable would add vitality and a spirit of participation.

d. It was very obvious that this three-week course was padded with superfluous "fillers." There was absolutely no need for the aviation museum tour or the fire power demonstration. Interested persons can view these on their own time.

As regards the instructors, I feel that all were very good and a few were exceptionally good. One exception was the CW3 Dillon giving the TAMMS class. He was obviously ill prepared and unable to answer questions.

As regards the subject matter, I feel that most was good or above average. Almost all was relevant to Army life but should not have been taught in the WOOC forum for two reasons:

a. The idea of focusing the course curriculum on the transition would be violated, and

b. The level of the instruction was for the most part either at or below the experience level of the students.

Additionally, the military correspondence block was not believable. The subject matter and the class was geared to writing non-specific material to non-military addressees.

The handout material and training aids in all classes were outstanding. I intend to keep my handouts and use them in the future for reference. Probably the most valuable portion of the entire course was the block on Military Presentations. This block provided the priceless opportunity to learn what some of our counterparts do. It gave me an appreciation for the "other" jobs WOs perform. It may even give me some "contacts" for my future dealings.

In addition, being here with other newly appointed warrants gave me an opportunity to interface not only with them, but also with senior, more experienced warrants. This provided an invaluable, intangible tool for future use. For this reason, I do believe that a resident WOOC is a very good concept.

SUMMARY: This course is great. The concept is very good. It is necessary; however, to keep in mind what the primary objective is--and that is to provide for a smoother transition from enlisted to WO status.

I feel that this objective became somewhat obscured in Class 81-10. I am TDY enroute from California to USARFUR, and feel I was inconvenienced by being here three full weeks. After having reviewed the training schedule for our class, I find it impossible to justify 53 WOs TDY from all over for three full weeks. A one-week course would be ideal. The primary objective of this course could well be achieved by including classes on:

a. Customs, Traditions, and Courtesies (should be expanded from 2 to perhaps 6 hours and provide more information on officer social obligations).

b. WO Professional Development.

c. Ethics.

d. UCMJ.

e. Military Presentations (particularly the student briefings).

Again, I must emphasize that the experience level of the instructors is not sufficiently greater than that of the students to justify a full three weeks TDY. (1113 WO mandays--incredible, isn't it???)

WO Professional Development-- WO Division orientation was a good idea but personally I didn't learn anything different than that already covered in CWO Broome's class. Additionally, during CW3 Fletcher's pitch on 23 July, I felt that Mr. Fletcher wasn't receptive to our feelings as a class of WO1's. Nothing specific, just an attitude perception.

UCMJ Class--OUTSTANDING!! CPT Richmond approached this 4 hour block with a valid idea of the experience level of the students. He had relevant material and presented it in a manner that was almost entertaining. He is a reflective speaker and drew appropriately from his obviously valid experience. He made the block very interesting and informative. I feel student retention of information will be great.

ANNEX I

This annex shows the number of students who numerically rated each block of instruction on two factors from the critique sheets which were administered by DOAT: whether training objectives were met and whether time allotted for the subject was adequate. These ratings are shown separately for Classes 81-1 through 81-10, with the exception of a portion of 81-4 and all of 81-6 which could not be located for inclusion in the data. In addition, ratings for Classes 81-1 through 81-9 have been consolidated to provide a better overview of opinions. Class 81-10 was not included in this consolidation because it was conducted under a revised POI and was three weeks in length. Another section of the annex shows subjects mentioned in students' written comments which they felt should be increased, decreased, dropped or added to improve course curriculum.

CRITIQUE RATINGS
FACTOR: Achieve Learning Objectives
Class 81-1

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Introduction & Course Overview	8				
Effective Listening	5	1	3		
Organizational Effectiveness	3	2	2	2	
Military Presentations	1	2	4	1	
Training Management	4	3	2		
Introduction to Management	6	2	1		
The Army Maint Mgt System	4	4	1		
Svc Benefits & Pers Fin Mgt	7	2			
Supply Operations	4	2	2		
Unit Status Reporting	3	3	2		1
How to Lead	8		1		
Organization of the US Army	6	1	2		
Roles of the Army	4	2	2		
The Commander & His Staff	4	3	1		
Security Awareness	3	4			
Military Correspondence	1	3	1	2	
Warrant Officer Professional Dev	6	1			

ACHIEVE LEARNING OBJECTIVES

[illegible]

CRITIQUE RATINGS
 FACTOR: Achieve Learning Objectives
 Class 81-2

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Introduction & Course Overview	2	5	1		
Effective Listening		5	1		
Organizational Effectiveness		7	1		
Military Presentations		6	1		
Training Management		7	1		
Introduction to Management	1	4	1		
The Army Maint Mgt System	1	2	4		
Svc Benefits & Pers Fin Mgt	4	4			
Supply Operations	2	5	1		
Unit Status Reporting		6	2		
How to Lead	1	4	1		
Organization of the US Army	1	4	2		
Roles of the Army	1	3	2		
The Commander & His Staff	1	3	2		
Security Awareness	4	3			
Military Correspondence	3	4			
Warrant Officer Professional Dev	7	1			

ACHIEVE LEARNING OBJECTIVES
Class 81-2 Continued

[illegible]

CRITIQUE RATINGS
FACTOR: Achieve Learning Objectives
Class 81-3

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Introduction & Course Overview	5	3	2		
Effective Listening	5	2	4		
Organizational Effectiveness	2	3	3	1	
Military Presentations	3	2	5		
Training Management	4	3	4		
Introduction to Management	5	4	2		
The Army Maint Mgt System	5	3	2	1	
Svc Benefits & Pers Fin Mgt	6	3	2		
Supply Operations	3	4	3		1
Unit Status Reporting	2	3	3	2	1
How to Lead	4	5	2		
Organization of the US Army	3	4	3		
Roles of the Army	3	4	3		
The Commander & His Staff	3	5	1		
Security Awareness	6	2	4		
Military Correspondence	4	5	3		
Warrant Officer Professional Dev	6	4	2		

[illegible]

CRITIQUE RATINGS
FACTOR: Achieve Learning Objective
Class 81-4

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Introduction & Course Overview					
Effective Listening					
Organizational Effectiveness					
Military Presentations					
Training Management					
Introduction to Management					
The Army Maint Mgt System					
Svc Benefits & Pers Fin Mgt					
Supply Operations					
Unit Status Reporting					
How to Lead					
Organization of the US Army					
Roles of the Army					
The Commander & His Staff					
Security Awareness	2		3		
Military Correspondence	4		1		
Warrant Officer Professional Dev	4	1			

NOTE: Critique sheets for the first portion of above subjects were not available.

ACHIEVE LEARNING OBJECTIVES
Class 81-4 Continued

[illegible]

CRITIQUE RATINGS
 FACTOR: Achieve Learning Objectives
 Class 81-5

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Introduction & Course Overview	8	4	2		
Effective Listening	10	4	3		
Organizational Effectiveness	7	7	4		
Military Presentations	7	5	4		
Training Management	7	7	3		
Introduction to Management	9	7	1		
The Army Maint Mgt System	3	10	5		
Svc Benefits & Pers Fin Mgt	12	5			
Supply Operations	8	6	3	1	
Unit Status Reporting	8	5	4	1	
How to Lead	9	4	3	1	
Organization of the US Army	8	3	5	1	
Roles of the Army	8	6	1	1	
The Commander & His Staff	8	8	1	1	
Security Awareness	11	3			
Military Correspondence	12	1	1		
Warrant Officer Professional Dev	12	2			

[illegible]

CRITIQUE RATINGS
 FACTOR: Achieve Learning Objectives
 Class: 81-7

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Introduction & Course Overview	6	5	3		
Effective Listening	6	6	1		
Organizational Effectiveness	7	3	4		
Military Presentations	7	4	3		
Training Management	5	5	3		
Introduction to Management	5	5	3		
The Army Maint Mgt System	5	5	2		
Svc Benefits & Pers Fin Mgt	5	5	3		
Supply Operations	4	2	5	2	
Unit Status Reporting	4	5	2	2	
How to Lead	6	5	2		
Organization of the US Army	6	7			
Roles of the Army	5	7	1		
The Commander & His Staff	6	6	1		
Security Awareness	3	1	3		
Military Correspondence	4	4	6		
Warrant Officer Professional Dev	8	6	4		

ACHIEVE LEARNING OBJECTIVES
Class 81-7 Continued

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Warrant Officer Div Orientation	8	3	5		
US Army Officer Eval Sys	8	4	3		
Enlisted Personnel Mgt Sys (EPMS)	7	4	3		
Uniform Code of Military Justice	13	1	3		
The Army Functional Files System and the Army Publications System	8	5	4		
Military Awards	7	5	4	1	
Customs, Traditions, & Courtesies	5	4	5		
Professional Ethics	8	5	3		
Counseling Techniques	7	5	3		
Danger Signs & Referral Agencies	9	3	3		

CRITIQUE RATINGS
 FACTOR: Achieve Learning Objectives
 Class 81-8

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Introduction & Course Overview	10	3	1		
Effective Listening	12	2	4		
Organizational Effectiveness	9	8	1		
Military Presentations	5	4	5	1	
Training Management	8	4	4		
Introduction to Management	6	7	3		
The Army Maint Mgt System	3	6	7		
Svc Benefits & Pers Fin Mgt	13	2	2		
Supply Operations	8	6	3	1	
Unit Status Reporting	8	6	3	1	
How to Lead	8	5	3	1	
Organization of the US Army	6	7	3	1	
Roles of the Army	7	6	3	1	
The Commander & His Staff	8	6	3	1	
Security Awareness	3	1	1		
Military Correspondence	5	3	4		
Warrant Officer Professional Dev	8	3	1		

ACHIEVE LEARNING OBJECTIVES
Class 81-8 Continued

[illegible]

CRITIQUE RATINGS
FACTOR: Achieve Learning Objectives
Class 81-9

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Introduction & Course Overview	15	3	5		
Effective Listening	15	3	5	1	1
Organizational Effectiveness	13	3	5	3	
Military Presentations	15	3	5		1
Training Management	11	3	4		
Introduction to Management	16	3	5		
The Army Maint Mgt System	14	4	4	1	
Svc Benefits & Pers Fin Mgt	19		6		
Supply Operations	15	1	9		
Unit Status Reporting	15	2	7		
How to Lead	16	3	5		
Organization of the US Army	15	4	5		
Roles of the Army	14	6	4		
The Commander & His Staff	14	4	6		
Security Awareness	10	1	3		
Military Correspondence	14	3	7		
Warrant Officer Professional Dev	17	4	5		

ACHIEVE LEARNING OBJECTIVES

[illegible]

CRITIQUE RATINGS
 FACTOR: Achieve Learning Objective
 Class 81-10

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Course Overview	15	6	6		
Customs, Traditions, & Courtesies	14	6	6	1	1
Military Awards	15	4	7		1
The Army Maintenance Mgt System	4	3	8	7	5
OESO	8	6	9	3	
Military Presentations	17	7	5		
Ethics	14	4	9		1
How to Lead	14	7	4		2
Drug Abuse	24	2	3	1	
Introduction to Management	12	9	9		
Uniform Code of Military Justice	19	5	6		1
Counseling	12	4	11	2	1
Danger Signs	10	6	10	1	1
Military Correspondence	12	9	5	1	1
OERS	21	3	4		1
Enlisted Personnel Mgt System	10	6	5	1	
WO Professional Development	21	4	2		1

Achieve Learning Objective
Class 81-10 Continued

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Aviation Museum Tour	9	1	6		1
Security Awareness	12	6	8	1	1
Personal Financial Management	8	11	2	6	1
Training Management	7	2	7	1	1
Organization of the US Army	10	4	10	1	1
Roles of the Army	8	6	9	2	1
Commander and His Staff	11	8	8	1	1
Human Relations	4	4	5		
Soviet Armed Forces	12	9	5	1	1
World Religions	6	6	8	6	2
Strategic Balance	11	6	3	2	1
Officer Panel	10	4			
Supply Operations	15	8	2	2	1
Unit Status Reporting	10	7	5	2	2

CRITIQUE RATINGS
 FACTOR: Achieve Learning Objectives
 Classes 81-1 through 81-9 Consolidated

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Introduction & Course Overview	54	23	12		
Effective Listening	53	23	18	1	1
Organizational Effectiveness	41	33	16	6	
Military Presentations	38	26	23	2	1
Training Management	39	32	18		
Introduction to Management	48	32	15		
The Army Maint Mgt System	35	34	20	2	
Svc Benefits & Pers Fin Mgt	66	21	13		
Supply Operations	44	26	23	3	1
Unit Status Reporting	40	30	19	4	2
How to Lead	52	26	14	2	
Organization of the US Army	45	30	15	2	
Roles of the Army	42	34	15	2	
The Commander & His Staff	44	35	14	2	
Security Awareness	42	15	14		
Military Correspondence	47	23	22	2	
Warrant Officer Professional Dev	68	22	12		

ACHIEVE LEARNING OBJECTIVES

[illegible]

CRITIQUE RATINGS
FACTOR: Adequate Time
Class: 81-1

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Introduction & Course Overview	7	1	1		
Effective Listening	5		3		1
Organizational Effectiveness	2	1	4	2	
Military Presentations	2	1	4	1	1
Training Management	2	1	3	2	
Introduction to Management	5		3	1	
The Army Maint Mgt System	3	1	3	1	1
Svc Benefits & Pers Fin Mgt	5		1	1	2
Supply Operations	2		2	2	2
Unit Status Reporting	2		1	3	3
How to Lead	4	2	1	2	
Organization of the US Army	4	1	1	2	1
Roles of the Army	2	2	1	2	1
The Commander & His Staff	2	2	1	2	1
Security Awareness	4	3			
Military Correspondence	2	2	2	1	
Warrant Officer Professional Dev	2	1	4	1	

Class 81-1
Continued

[illegible]

CRITIQUE RATINGS
FACTOR: Adequate Time
CLASS: 81-2

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Introduction & Course Overview	2	3	2		
Effective Listening		2	3		
Organizational Effectiveness		6	2	1	
Military Presentations		4	2		
Training Management		5	3		
Introduction to Management	2	3	3		
The Army Maint Mgt System	1	2	3	1	
Svc Benefits & Pers Fin Mgt	2	3	2	1	
Supply Operations	1	5		2	
Unit Status Reporting		4	2	2	
How to Lead	1	4	1		
Organization of the US Army	1	4	2		
Roles of the Army	1	3	2		
The Commander & His Staff	1	3	2		
Security Awareness	4	2		1	
Military Correspondence	3	2	1	1	
Warrant Officer Professional Dev	5	1	1	1	

Class 81-2
Continued[illegible]

CRITIQUE RATINGS
FACTOR: Adequate Time
Class 81-3

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Introduction & Course Overview	3	4	3	1	
Effective Listening	2	4	3	3	
Organizational Effectiveness	2	1	6	1	
Military Presentations	3	2	5	1	
Training Management	2	3	4	2	
Introduction to Management	3	4	3	2	
The Army Maint Mgt System	2	2	3	4	
Svc Benefits & Pers Fin Mgt	4	1	3	3	1
Supply Operations	3	2	3	3	
Unit Status Reporting	1	1	5	4	1
How to Lead	3	4	2	2	
Organization of the US Army	3	3	3	3	
Roles of the Army	3	3	3	3	
The Commanders & His Staff	3	3	3	3	
Security Awareness	3	6	4		
Military Correspondence	3	4	5	1	
Warrant Officer Professional Dev	6	2	2	2	1

Class 81-3
Continued

[illegible]

CRITIQUE RATINGS
FACTOR: Adequate Time
Class 81-4

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Introduction & Course Overview					
Effective Listening					
Organizational Effectiveness					
Military Presentations					
Training Management					
Introduction to Management					
The Army Maint Mgt System					
Svc Benefits & Pers Fin Mgt					
Supply Operations					
Unit Status Reporting					
How to Lead					
Organization of the US Army					
Roles of the Army					
The Commander & His Staff					
Security Awareness	1	1	2		
Military Correspondence	2	1	1		
Warrant Officer Professional Dev	4		1		

NOTE: Critique sheets for the first portion of subjects above were not available.

Class 81-4
Continued

[illegible]

CRITIQUE RATINGS
FACTOR: Adequate Time
CLASS 81-5

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Introduction & Course Overview	9	4	4		
Effective Listening	12	2	3		
Organizational Effectiveness	7	6	5		
Military Presentations	7	5	5		
Training Management	9	3	5		
Introduction to Management	8	6	4		
The Army Maint Mgt System	6	5	7		
Svc Benefits & Pers Fin Mgt	11	2		3	1
Supply Operations	9	6	3		
Unit Status Reporting	8	5	5		
How to Lead	8	5	5		
Organization of the US Army	7	5	6		
Roles of the Army	9	4	4		
The Commander & His Staff	9	5	4		
Security Awareness	10	3	1		
Military Correspondence	10	2	2		
Warrant Officer Professional Dev	12	1	1		

Class 81-5
Continued

[illegible]

CRITIQUE RATINGS
FACTOR: Adequate Time
Class 81-7

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Introduction & Course Overview	6	4	2	1	
Effective Listening	5	4	2	1	
Organizational Effectiveness	6	3	3	1	
Military Presentations	6	4	2	1	
Training Management	5	3	3	1	
Introduction to Management	4	2	4	1	
The Army Maint Mgt System	3	3	4	1	1
Svc Benefits & Pers Fin Mgt	3	2	3	3	1
Supply Operations		2	4	4	1
Unit Status Reporting	1	3	6	1	1
How to Lead	5	3	3	1	
Organization of the US Army	5	3		2	2
Roles of the Army	5	1	2	2	1
The Commander & His Staff	5	1	2	2	2
Security Awareness	4	1	3		
Military Correspondence	4	6	4	1	
Warrant Officer Professional Dev	6	3	4	4	

Class 81-7
Continued

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Warrant Officer Div Orientation	5	3	7	2	
US Army Officer Eval Sys	6	4	3	3	
Enlisted Personnel Mgt Sys (EPMS)	4	5	5	1	
Uniform Code of Military Justice	10	2	3	2	
The Army Functional Files System and the Army Publications System	6	4	6	1	
Military Awards	7	4	4	2	
Customs, Traditions, & Courtesies	3	7	4	1	1
Professional Ethics	7	3	5	1	
Counseling Techniques	6	3	4	2	
Danger Signs & Referral Agencies	6	5	2	2	

CRITIQUE RATINGS
FACTOR: Adequate Time
CLASS 81-8

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Introduction & Course Overview	11	3	1		
Effective Listening	11	3	2	1	
Organizational Effectiveness	10	4	3	1	
Military Presentations	5	5	3	2	
Training Management	7	5	4	1	
Introduction to Management	6	8	3	1	
The Army Maint Mgt System	8	4	5		
Svc Benefits & Pers Fin Mgt	8	4	2	3	
Supply Operations	10	5	2	1	
Unit Status Reporting	6	8	4		
How to Lead	9	6	2		
Organization of the US Army	9	7	1		
Roles of the Army	9	6	2		
The Commander & His Staff	10	6	2		
Security Awareness	1	1	1		
Military Correspondence	4	3	4		
Warrant Officer Professional Dev	8	2	1		

Class 81-8
Continued

[illegible]

CRITIQUE RATINGS
FACTOR: Adequate Time
CLASS 81-9

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Introduction & Course Overview	15	2	7	1	
Effective Listening	12	3	5	4	1
Organizational Effectiveness	9	6	5	2	2
Military Presentations	13	6	3	1	2
Training Management	11	5	6	1	
Introduction to Management	12	3	7	1	
The Army Maint Mgt System	11	2	4	5	1
Svc Benefits & Pers Fin Mgt	9	1	7	3	5
Supply Operations	10	2	8	3	1
Unit Status Reporting	9	4	6	2	2
How to Lead	11	5	5	1	1
Organization of the US Army	11	7	5		
Roles of the Army	11	7	5		
The Commander & His Staff	11	5	6	1	
Security Awareness	9	2	3		
Military Correspondence	12	1	5	2	1
Warrant Officer Professional Dev	14	3	3	4	1

Class 81-9
Continued

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Warrant Officer Div Orientation	14	2	5	2	1
US Army Officer Eval Sys	11	3	7	2	
Enlisted Personnel Mgt Sys (EPMS)	12	3	5	1	1
Uniform Code of Military Justice	15	1	5	1	2
The Army Functional Files System and the Army Publications System	8	5	7	4	
Military Awards	13	5	5		
Customs, Traditions, & Courtesies	12	1	5	2	
Professional Ethics	11	2	5	1	
Counseling Techniques	11	1	6	1	
Danger Signs & Referral Agencies	8	3	4		

CRITIQUE RATINGS
FACTOR: Adequate Time
Class 81-10

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Course Overview	17	3	7		
Customs, Traditions, & Courtesies	13	5	5	4	2
Military Awards	13	5	6	1	2
The Army Maintenance Mgt System	9	1	8	5	5
OESO	9	3	9	1	3
Military Presentations	18	4	6	1	
Ethics	14	2	10	2	1
How to Lead	12	5	4	1	3
Drug Abuse	23	2	4	1	
Introduction to Management	12	8	7	2	1
Uniform Code of Military Justice	18	3	7	2	1
Counseling	13	3	11	1	2
Danger Signs	9	4	11	2	2
Military Correspondence	14	8	4	2	2
OFRs	21	1	4	2	1
Enlisted Personnel Mgt System	12	4	5	1	1
MO Professional Development	20	2	3	3	1

Class 81-10
Continued

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Aviation Museum Tour	10	1	6	1	1
Security Awareness	14	6	6		2
Personal Financial Management	11	6	4	4	3
Training Management	10	3	5	1	1
Organization of the US Army	12	2	9	2	1
Roles of the Army	8	3	9	4	1
Commander and His Staff	12	8	6	2	1
Human Relations	4	5	3		
Soviet Armed Forces	11	6	6	3	2
World Religions	6	5	6	7	4
Strategic Balance	9	7	4	2	1
Officer Panel	9	4			
Supply Operations	15	8	2	2	1
Unit Status Reporting	12	5	5	1	2

CRITIQUE RATINGS
FACTOR: Adequate Time
CLASSES 81-1 THROUGH 81-9 CONSOLIDATED

Subject	5 Outstanding	4 Above Average	3 Average	2 Below Average	1 Unsatisfactory
Introduction & Course Overview	53	21	20	3	
Effective Listening	47	18	21	9	2
Organizational Effectiveness	36	25	28	8	2
Military Presentations	36	27	24	6	3
Training Management	46	25	28	7	
Introduction to Management	40	26	27	6	
The Army Maint Mgt System	34	19	29	12	3
Svc Benefits & Pers Fin Mgt	42	13	18	17	10
Supply Operations	35	22	27	15	4
Unit Status Reporting	27	25	29	12	7
How to Lead	41	29	19	6	1
Organization of the US Army	40	30	18	7	3
Roles of the Army	40	26	19	7	2
The Commander & His Staff	41	25	18	8	3
Security Awareness	36	19	14	1	
Military Correspondence	40	21	24	6	1
Warrant Officer Professional Dev	57	13	17	12	2

CLASSES 81-1 THROUGH 81-9 CONSOLIDATED

[illegible]

CLASS 81-1
CRITIQUE COMMENTS CONCERNING COURSE COVERAGE
AND THE AVAILABILITY OF TIME

SUBJECT	NUMBER OF COMMENTS MADE		
	Increase Time	Decrease Time	Drop Subject
Training Management	1		
Introduction to Management	1		
The Army Maintenance Management System	3		
Service Benefits & Personal Financial Managenebt	3		
Effective Listening			4
Organizational Effectiveness	1		
Military Presentations		1	2
Supply Operations	3		
Unit Status Report	4		
Military Correspondence	1		1
Security Awareness			1
Warrant Officer Professional Develoment	4		
Warrant Officer Division Orientation	4		
US Army Officer Evaluation System	4		
Customs, Traditions, & Courtesies	4		
Professional Ethics		1	
Counseling Techniques		1	
Danger Signs & Referral Agencies		1	
Increase--Particular subjects not specified	7		

OTHER COMMENTS CONCERNING COURSE COVERAGE AND TIME AVAILABLE:

CLASS 81-2
CRITIQUE COMMENTS CONCERNING COURSE COVERAGE
AND THE AVAILABILITY OF TIME

SUBJECT	NUMBER OF COMMENTS MADE		
	Increase Time	Decrease Time	Drop Subject
Military Presentations	1	1	
Service Benefits & Personal Financial Management	4		
Supply Operations	2		
Unit Status Reporting	2		
Organizational Effectiveness	1		
The Army Maintenance Management System (TAMMS)	1		
Warrant Officer Professional Development	1		
Customs, Traditions, & Courtesies	1		
Counseling		1	
Ethics		1	
Military Correspondence	1		
Increase—Subjects not specified	1		

OTHER COMMENTS CONCERNING COURSE COVERAGE AND TIME AVAILABLE:

Add a course on Duty Honor Country - 1 comment

CLASS 81-3
CRITIQUE COMMENTS CONCERNING COURSE COVERAGE
AND THE AVAILABILITY OF TIME

SUBJECT	NUMBER OF COMMENTS MADE		
	Increase Time	Decrease Time	Drop Subject
US Army Officer Evaluation System	2		
Warrant Officer Professional Development	5		
The Army Publications System			1
Enlisted Personnel Management System		2	
Uniform Code of Military Justice	1		
Warrant Officer Orientation	2		
Military Correspondence	1		
Effective Listening			1
Security Awareness	1		
Customs, Traditions, & Courtesies	3		
Professional Ethics		2	
Counseling Techniques		5	
Danger Signs & Referral Agencies		2	
The Army Maintenance Management System	1		1
Supply Operations	1		
Unit Status Reporting	2		1
Organizational Effectiveness			1
Military Presentations			1
Increase—Subjects not specified	5		

OTHER COMMENTS CONCERNING COURSE COVERAGE AND TIME AVAILABLE:

CLASS 81-4
CRITIQUE COMMENTS CONCERNING COURSE COVERAGE
AND THE AVAILABILITY OF TIME

[illegible]

OTHER COMMENTS CONCERNING COURSE COVERAGE AND TIME AVAILABLE:

CLASS 81-5
CRITIQUE COMMENTS CONCERNING COURSE COVERAGE
AND THE AVAILABILITY OF TIME

[illegible]

OTHER COMMENTS CONCERNING COURSE COVERAGE AND TIME AVAILABLE:

CLASS 81-7
CRITIQUE COMMENTS CONCERNING COURSE COVERAGE
AND THE AVAILABILITY OF TIME

SUBJECT	NUMBER OF COMMENTS MADE		
	Increase Time	Decrease Time	Drop Subject
The Army Maintenance Management System (TAMMS)	3		
Service Benefits & Personal Financial Management	5		
Organization of the US Army	2		
The Commander & His Staff	1		
Training Management	1		
Introduction to Management	1		
Supply Operations	7		
Unit Status Reporting	2		
Roles of the Army	1		
OERS	1		
Professional Development	1		
PLL	1		
Tech Supply	1		
Customs, Traditions, & Courtesies	2		
Increase--Particular Subjects Not Specified	5		

OTHER COMMENTS CONCERNING COURSE COVERAGE AND TIME AVAILABLE:

Not enough time, but objectives were met - 1 comment.

Add more toward transition from enlisted to officer, i.e., uniform change, social functions, etc. - 1 comment.

CLASS 81-8
CRITIQUE COMMENTS CONCERNING COURSE COVERAGE
AND THE AVAILABILITY OF TIME

[illegible]

OTHER COMMENTS CONCERNING COURSE COVERAGE AND TIME AVAILABLE:
Add 45 caliber pistol class for WO familiarization - 2 comments.

Need more on leadership.

CLASS 81-9
CRITIQUE COMMENTS CONCERNING COURSE COVERAGE
AND THE AVAILABILITY OF TIME

SUBJECT	NUMBER OF COMMENTS MADE		
	Increase Time	Decrease Time	Drop Subject
The Army Maintenance Management System (TAMMS)	2		
Service Benefits & Personal Financial Management	5		
Supply Operations	2		
Military Correspondence	1		
Warrant Officer Professional Development	2		
Warrant Officer Division Orientation	2		
Security Awareness	1		
Uniform Code of Military Justice	1		
Publications	1		
Effective Listening	3		
OERS	1		
Enlisted Personnel Management System	1		
Unit Status Reporting	2		
How to Lead	1		
Organizational Effectiveness		1	
The Army Functional Files System	1		
Ethics	1		
Increase--Particular Subjects Not Specified	5		

OTHER COMMENTS CONCERNING COURSE COVERAGE AND TIME AVAILABLE:

Add class on TDA/TOE Manpower Surveys and Positive Counseling on Good Behavior - 1 comment

Need more classes on warrant officer related subjects - 1 comment.

CLASS 81-10
CRITIQUE COMMENTS CONCERNING COURSE COVERAGE
AND THE AVAILABILITY OF TIME

SUBJECT	NUMBER OF COMMENTS MADE		
	Increase Time	Decrease Time	Drop Subject
Warrant Officer Professional Development	4		
Human Relations			1
OESO		2	
The Army Maintenance Management System (TAMMS)		4	2
Military Presentations			1
Museum Tour			7
Live Fire Demonstration			4
Personal Financial Management		2	
Counseling	1		
Roles of the Army	1		
Unit Status Reporting		4	1
Supply Operations		2	
Military Correspondence		1	
Organizational Effectiveness		1	
How to Lead		1	1
Enlisted Personnel Management System		1	1
OFRs	2		
Introduction to Management			1
Counseling			1
Decrease--Particular Subjects Not Specified	11		

OTHER COMMENTS CONCERNING COURSE COVERAGE AND TIME AVAILABLE:

Add a class on Military Finance System (i.e., PCS Moves, TDY).

ANNEX J

Results of DES questionnaire
administered to Classes 81-9 and 81-10

STUDENT RESPONSES
CLASS 81-9

1. The Directorate of Evaluation and Standardization is conducting an evaluation of the Warrant Officer Orientation Course to determine if the course as presently taught meets the needs of its students. You can help by giving your frank opinions concerning the training you received. The information you furnish will be very useful in assessing the course and making improvements as needed which would benefit future classes.

2. This questionnaire consists of three sections. Section I has general questions which concern the course as a whole. Section II has questions pertaining to individual subjects. Section III has space for additional comments you may wish to make. Please be specific by naming subjects, instructors, etc. about which you comment.

3. We appreciate any constructive comments you may have on how the course could be improved. We want to make this the best orientation course possible. Thank you for your time and effort in completing the form. Good luck in your future endeavors!

SECTION I

Please fill in the blanks or circle your choice for the following questions.

1. How many years active service do you have? 9.8 Average Years
2. What is your MOS?
- a. Primary 287AO, 260A (2), 271A (5), 621A (4), 290A (2), 214E, 964A, 285AO, 285A, 713A (3), 762A, 252A, 988A,
- b. Secondary 632A, 971A (2), 632A
3. Do you plan to make the Army your career?
- a. Yes 25
- b. No 1
- c. Not Sure 2
4. Have you previously attended a course similar to this one?
- a. Yes 10
- b. No 18
- c. Not Sure

5. If you have attended a course similar to this one, what was the name of it and where was it located?
See attached page 2a

6. What amount of repetition did you find between subjects presented in this course and training you have previously had?

a. Great Deal of Repetition	6
b. Moderate Amount of Repetition	11
c. Very Little Repetition	8

7. Do you feel an orientation course of this type is needed to help transition from enlisted to warrant officer status?

a. Yes	26
b. No	
c. Somewhat	2
d. Not Sure	

8. How would you rate the overall value of the course to you?

a. Very Important	19
b. Moderately Important	9
c. Somewhat Important	
d. Not Very Important	

9. What is your overall opinion of the course as presently conducted?

a. Excellent	18
b. Good	9
c. Fair	1
d. Poor	

10. What is your overall opinion of the subject material presently taught in the course?

a. Excellent	17
b. Good	9
c. Fair	2
d. Poor	

11. Compared to other instructors you have had, what is your overall opinion of the instructors in this course?

a. Excellent	25
b. Good	3
c. Fair	
d. Poor	

5. If you have attended a course similar to this one, what was the name of it and where was it located?

ANCOES, Aberdeen Proving Ground, MD

NCO Academy, Bad Tolz Germany (2)

ANCOES, Ft Sill, OK

ANCOES, Redstone Arsenal, AL

ANCOES, Ft Devens, MA

NGOES, Ft Hood, TX

AG NCO Adv Crs, Ft Benjamin Harrison, IN

SECTION II
NUMBER OF STUDENT RATINGS
CLASS 81-9

Subject	Importance of Subject			Coverage of Subject			Time Scheduled			Training Materials			Repetition of Prior Training		
	1. Very Imp	2. Moderately Imp	3. Of Little Imp	1. Too Detailed	2. About Right	3. Too General	1. Too Much	2. About Right	3. Too Little	1. Good	2. Fair	3. Poor	1. Great Deal	2. Moderate Amount	3. Very Little
	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.
Intro & Course Overview	17	9	1		25	1	1	25	1	21	6			4	21
Warrant Officer Professional Dev	27				23	3		14	13	25	3			1	24
Customs, Traditions, & Courtesies	20	5			23	1		16	9	20	5		3	3	17
Warrant Officer Div Orientation	24	2			23	2		17	9	21	5		2	2	22
Introduction to Management	18	9		1	20	5		18	9	21	6		3	12	10
How to Lead	17	10		1	23	2	1	23	3	21	6		5	9	11
Professional Ethics	17	8			21	3		19	6	16	9		9	9	14
Training Management	14	10	1	2	20	2	1	21	3	18	7		4	7	12
US Army Off Eval Rpt Sys (OES)	26	1	1		23	3		14	13	21	6		1	1	23
Effective Listening	17	7	4	4	19	3	4	18	5	19	7	1	3	9	13
Military Correspondence	16	11			23	3		22	5	19	8		4	10	11
Military Presentations	17	8	2	2	21	3	3	21	3	19	8		5	8	12
Danger Signs & Referral Agencies	12	6	1		17	1	1	16	1	15	6		1	8	10
Counseling Techniques	18	5	1		20	2	1	18	3	18	5		5	8	8
Organizational Effectiveness	14	10	3	2	21	2	5	19	3	19	8		3	8	15
Enlisted Personnel Management Sys	16	9	2	1	21	4	1	23	3	22	5		7	7	11
Svc Benefits & Pers Financial Mgt	25	2			20	6		10	17	21	6		2	6	17
TAFS & The Army Publications Sys	15	10	2	1	23	2	3	18	6	23	4		6	8	11
Military Awards	13	12	2		26		1	24	2	22	5		5	8	12
Organization of the U. S. Army	11	13	2	1	24			25	1	20	7		3	10	11
Roles of the Army	11	14	2		26			25	1	20	7		3	11	11
The Commander & His Staff	12	13	2		24	2	1	23	3	20	7		4	8	13
The Army Maint Mgt Sys (TAMMS)	10	14	3	3	18	5	2	17	8	20	7		7	7	11
Unit Status Report	13	12	2	2	21	3	2	18	7	21	6		5	4	16
Supply Operations	13	12	2	2	21	3	1	19	7	22	6		5	8	12
Security Awareness	12	7	1		17	3		15	5	17	4		5	6	7
Uniform Code of Mil Justice (UCMJ)	22	5			22	4		16	11	21	4	1	4	11	10

DES QUESTIONNAIRE
SECTION III
ADDITIONAL COMMENTS
CLASS 81-9

1. The course was not long enough in some areas, particularly those dealing with WO Corps, Military Benefits, UCMJ, Army Publications System, Effective Listening, and Security Awareness. Overall a good course and helpful. Has some minor problems which can be corrected.
2. All classes were presented in an excellent manner. Instructors are the best in their fields--kept us motivated and helped us understand the importance of smooth transition from enlisted to WO status.
3. Recommend graduates of ANCOES be excused from this class since subjects are about 80% identical. Course did help to make transition from enlisted to WO status.
4. Very good course. Problem areas are: Course is too general--instructors are rushed; some of the subjects had no bearing on us, such as Organizational Effectiveness. The scope was above WO1 level. Instructors were very professional. They had well planned lessons.
5. Overall course coverage was adequate and all the instructors were excellent, especially Mr. Broome.
6. Course is well founded. The extension to three weeks is a good idea. The course, though brief, was a big help. The instructors were well versed and competent.
7. The important subjects were: WO Professional Development, WO Division Orientation, How to Lead, Service Benefits and Personal Financial Management, TALMS, Supply Operations, and UMCJ. More time should be spent on these. Professional Ethics should be given at the beginning of the course and then repeated or touched upon on the last day.
8. Service Benefits and Personal Financial Management and Uniform Code of Military Justice were the best two subjects. They were given by dynamic instructors. The time for them should be lengthened.
9. Enjoyed the course--especially Effective Listening, OER's, Military Justice, and Service Benefits and Financial Management. This last block should be expanded. Coverage for the rest of the blocks was about right. Suggest adding a block on TDA and TOE changes and Manpower Surveys because most warrants will become involved in this. Mr. Broome and CPT Richmond are exceptional instructors. The course is definitely worth the time and expense and should be continued.
10. Subjects pertaining to WOs such as Professional Development, Division Orientation, OERs and Customs and Traditions should be covered early in the program. Many of them are not covered in detail and should be lengthened.

11. I feel two weeks is ample time for the course. I also feel instructors are the best I've encountered in twelve years of service.
12. Effective Listening should be dropped and the time used to expand Service Benefits and Financial Management. More time should be spent on Unit Status Reporting; Introduction to Management should be moved to an earlier time in the course.
13. Overall, the course is interesting and informative. Unit Status Reporting and Service Benefits and Personal Financial Management were the best and more time should be allowed for them. Customs, Traditions, and Courtesies is very good--more time should be allowed for demonstrating things such as introductions, use of the knife, fork, and spoon at a formal function.
14. Instructors did a fine job within the time allotted. A few such as Personal Financial Management, WO Development, and Management require more time. The training schedules should be followed with proper notes on required texts provided.
15. Would like to see subjects like Customs, Traditions, and Courtesies, WO Division, WO Professional Development, USA Officer Evaluation System presented during the beginning of the course.
16. TAMMS should be shortened. More time is needed on personal affairs, TAFFS, EPMS, Management, Preparation of Recommendation for Awards, and UCMJ. Completion of the OER Support Form during the course could provide students with an objective comparison after completing initial Support Form upon assignment. I felt rushed through the entire course. Subjects were presented fully, but more time is needed for open class discussion and practical exercises. All the instructors were enthusiastic and well versed in their subjects. Would like to see something presented to wives concerning Customs, Traditions, and Courtesies. I believe positive counseling should be stressed rather than counseling only after something goes wrong. Sensitivity to possible problems should be pointed out.
17. Most classes should be expanded so instructors and students can increase their participation. Some items like OER, Supply, and other practical courses are needed. The flexible atmosphere, excellent cooperation, and student interest are 100%. Instructors are to be commended for their patience and excellent performance. The General starting the course off sets the pace and should be continued--the students appreciated it. The Company Commander should also be there. Wives should be included in the orientation. This builds family unity, makes Army life interesting, and helps them feel a part of it.
18. Most subjects are too short! Need more information on additional duties, more time on how to resolve unit and section problems, and more time for class input into the lessons.
19. This course was outstanding. All instructors were good. I have already received most subjects, but the course provided additional information plus a terrific refresher.

20. I feel the presentations should be dropped. Most personnel probably have 8 to 11 years and have given many hours of briefings, presentations, etc. Should maybe have students write a short autobiography, then have a fellow student read it. I find many people have more trouble putting their thoughts on paper than in giving presentations. The Listening course is important; however, I found no value in your presentation here. The instructors were knowledgeable, helpful, and professional. Do not make this course testable. This method lends itself to more retention/participation than gained through taking notes to pass a test.

21. I found this course to be excellent for the purpose it was designed for. It gave me an opportunity to make the enlisted-officer transition much easier. The instruction was of the highest level of professionalism. I believe the course of instruction in its current length is adequate. I can see no reason to change the program of instruction.

STUDENT RESPONSES
CLASS 81-10

1. The Directorate of Evaluation and Standardization is conducting an evaluation of the Warrant Officer Orientation Course to determine if the course as presently taught meets the needs of its students. You can help by giving your frank opinions concerning the training you received. The information you furnish will be very useful in assessing the course and making improvements as needed which would benefit future classes.
2. This questionnaire consists of three sections. Section I has general questions which concern the course as a whole. Section II has questions pertaining to individual subjects. Section III has space for additional comments you may wish to make. Please be specific by naming subjects, instructors, etc. about which you comment.
3. We appreciate any constructive comments you may have on how the course could be improved. We want to make this the best orientation course possible. Thank you for your time and effort in completing the form. Good luck in your future endeavors!

SECTION I

Please fill in the blanks or circle your choice for the following questions.

1. How many years active service do you have? (11.7 average years)
2. What is your MOS?
 - a. Primary 972A, 741AO, 630A (10), 421A (2), 041A, 761A (3), 630AO, 621A (2), 713A, 214EO (2), 951AO (2), 951AL, 741A, 988A (3), 500A2, 510A, 951A, 761A (2), 214E (2), 971A, 260A
 - b. Secondary 971A, 71L40, 982
3. Do you plan to make the Army your career?
 - a. Yes 35
 - b. No
 - c. Not Sure 4
4. Have you previously attended a course similar to this one?
 - a. Yes 12
 - b. No 24
 - c. Not Sure 3

5. If you have attended a course similar to this one, what was the name of it and where was it located?
See attached page 2a

6. What amount of repetition did you find between subjects presented in this course and training you have previously had?

a. Great Deal of Repetition	15
b. Moderate Amount of Repetition	17
c. Very Little Repetition	6

7. Do you feel an orientation course of this type is needed to help transition from enlisted to warrant officer status?

a. Yes	29
b. No	
c. Somewhat	10
d. Not Sure	

8. How would you rate the overall value of the course to you?

a. Very Important	9
b. Moderately Important	17
c. Somewhat Important	10
d. Not Very Important	2

9. What is your overall opinion of the course as presently conducted?

a. Excellent	5
b. Good	18
c. Fair	14
d. Poor	2

10. What is your overall opinion of the subject material presently taught in the course?

a. Excellent	4
b. Good	22
c. Fair	11
d. Poor	2

11. Compared to other instructors you have had, what is your overall opinion of the instructors in this course?

a. Excellent	26
b. Good	8
c. Fair	5
d. Poor	

5. If you have attended a course similar to this one, what was the name of it and where was it located?

NCOA, Camp Jackson
ANCOES, Ft McClellan, AL
NCOAC USAR Center, Birmingham, AL
Adv NCO Course, Aberdeen Proving Ground, MD
ANCOES, Ft Devens, MA
Adv Investigative Management, Ft McClellan, AL
ANCOES, Ft Huachuca, AZ

SECTION II
NUMBER OF STUDENT RATINGS
CLASS 81-10

Subject	Importance of Subject			Coverage of Subject			Time Scheduled			Training Materials			Repetition of Prior Training		
	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.
	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.
Intro & Course Overview	27	9		1	31	4	3	31	2	25	5	2	3	7	21
Warrant Officer Professional Dev	37			2	27	7	4	17	16	30	6		3	4	26
Customs, Traditions, & Courtesies	32	3		1	24	10	3	14	15	24	10	1	2	8	23
Warrant Officer Div Orientation	31	5	2	3	27	7	8	24	6	26	9	1	3	7	23
Introduction to Management	16	17	5	7	24	7	13	21	4	22	15	1	13	21	3
How to Lead	14	13	9	9	21	6	19	14	1	20	15	1	19	11	5
Professional Ethics	25	9	3	5	27	4	7	21	8	23	13		10	14	11
*Training Management															
US Army Off Eval Rpt Sys (OES)	36			1	29	3	2	23	11	29	7		5	6	2+
Drug Abuse	19	6	11	4	26	6	10	22	4	28	7	1	12	9	14
Military Correspondence	20	12	4	8	22	5	10	21	4	27	6	3	11	12	12
Military Presentations	23	9	4	7	25	4	11	21	4	25	7	3	12	10	13
Danger Signs & Referral Agencies	12	16	8	6	24	6	15	20	1	19	15	2	10	16	9
Counseling Techniques	13	18	6	8	23	5	11	22	2	21	13	3	14	13	9
Organizational Effectiveness	11	15	9	11	22	3	13	19	3	21	12	1	13	12	9
Enlisted Personnel Management Sys	18	11	6	5	26	4	11	22	1	23	11	1	15	13	6
Svc Benefits & Pers Financial Mgt	23	12	1	6	21	8	8	18	8	20	10	4	4	11	20
*TAFFS & The Army Publications Sys															
Military Awards	16	12	5	5	22	5	6	24	4	21	11	1	6	14	13
Organization of the U. S. Army	8	19	7	8	23	3	12	21	1	21	11	3	9	17	8
Roles of the Army	7	21	7	7	25	3	15	17	2	21	11	3	10	15	8
The Commander & His Staff	13	13	9	6	26	3	11	22	1	19	12	4	6	18	10
The Army Maint Mgt Sys (TAMMS)	13	11	11	8	14	12	17	11	5	12	12	11	16	11	7
Unit Status Report	14	9	7	9	17	4	12	13	3	19	9	2	6	8	14
Supply Operations	22	10	2	6	24	3	11	17	6	27	5	2	6	14	14
Security Awareness	19	13	3	6	29		6	25	3	22	12	1	13	13	8
Uniform Code of Mil Justice (UCMJ)	23	11	2	2	32	2	4	24	6	24	10	1	9	19	7
*Human Relations															
Soviet Armed Forces	13	15	5	2	25	1	5	25	2	24	7	2	6	16	9
World Religions	7	7	21	5	21	8	20	14	2	22	8	5	6	10	18
*Strategic Balance															
Officer Panel	9	3	2	1	15	1	3	12		8	2	1	3	4	6
Museum Tour	4	2	24	6	14	4	15	11		17	4	3	2	3	13

*Classes Cancelled

DES QUESTIONNAIRE
SECTION III
ADDITIONAL COMMENTS
CLASS 81-10

1. For the most part I was very pleased with the material coverage. There are definitely very talented individuals in the division. I would like to see better utilization of time. There is no sense letting people out of class at 1400 or 1430 hours. Material should be presented until 1600 hours.

2. This class only needs to be about 7 days long, and only be on classes that deal with being a warrant officer. A lot of these classes are the same things that we had as NCOs. There is one man here who came not knowing how to put his brass on greens, and is leaving here not knowing how.

3. Excellent class. Enjoyed it thoroughly. Please continue.

4. I found the course to be very interesting and helpful. I learned a lot. Classes like Human Relations, World Religions, and these subjects that are taught as part of training at unit level should be deleted. You should include 2 or 3 officer panels--one at the beginning of the course, one in between, and one at the end. This will give us a chance to clear any doubts out of our minds.

5. I feel time should be devoted to what is expected of an officer at a social function.

6. Some subjects were not needed for an orientation course. The time used was too long. The courses that were needed were covered very well in most cases. When quarters were not available, we were still required to use the Army mess. This only took money from our pocket due to the fact most never came in early enough to use the mess for breakfast. It was too inconvenient for lunch and no one waited around for supper. Being an officer, I feel if quarters are not available then we should also receive a non-availability for rations.

7. The reason I evaluated this course as only "Somewhat Important" is because I firmly believe that the original objective of concentrating on the transition from enlisted to WO became lost in a multitude of trivial, unimportant, and unrelated classes and "fillers." The museum tour and fire power demonstration were absolutely unnecessary. Some of the other general military subjects (TAMMS, EPMS, Drug Abuse, etc.) were repetitious of classes received at basic and advanced NCO schools and experience. The course concept is very good, but all necessary subjects could be taught in one week maximum--Not 3 weeks. I recommend subjects such as WO Professional Development, UCMJ, Military Presentations, Ethics, and CTC be retained and in a few cases, expanded. The interface provided by this course is priceless, as regards both the new WOs and senior WOs. This course was obviously "padded" to fill three weeks. I'm amazed that based on the training schedule, anyone was able to justify 53 WOs TDY for three weeks.

8. I cannot justify this course to be three weeks long. The one time I had to go to Finance and Transportation was taken care of in one hour. Two weeks is an adequate time frame for this course--any longer than that is a waste of government funds. I expect that this course will be a great asset to my career. The handouts given me will be of constant use as reference material and what it's all about. The course as a whole was a great opportunity for me and for this I am thankful.

9. This course was something that was needed for a long time. The following classes were very helpful--Customs, Traditions, Courtesies, Military Awards, OERs, WO Professional Development, Personal Financial Management. From looking at this list it can be found that these are classes which most of us have not had and a much greater amount of time should have been spent on these classes. We had more time on Supply Operations than combinations of some of the above classes. This is the worst part of this school--a gross mismanagement of time and importance of classes. If someone studies the rest of the classes, they would find them a duplication of a good primary leadership course, NCO Academy, or other NCO development schools.

I feel that the course should be a maximum of two weeks and that if possible always start the program on a Monday. Place a lot more emphasis on WO type studies, i.e., OERs, Professional Development, etc., classes that need to be added such as PCS moves, TDY moves, and in conjunction with those a generalized class concerning the Military Finance System. The classes that should be deleted are all those that have been taught in NCO courses unless there is a distinct difference between the NCO and WO field.

The need for a three week course is totally wrong. Of the 21 days spent here in class, a minimum of at least 3 classroom days were not utilized at all, for example, the first three days spent here a total of approximately nine hours were given as free time.

In summary, the points I would like to be made known:

- a. Concept of the class is excellent.
- b. Three week course is too long--should be no longer than two.
- c. More emphasis and time should be on WO type instruction.
- d. Drop classes that have been taught in NCO type courses.
- e. Add classes on PCS, TDY, Military Finance.

f. With the exception of the WO type instruction, the best part of this course was the meeting and exchanging of ideas between warrants in the various fields.

10. The Orientation Course is very much needed for the new WO. The subjects covered were for the most part very important to all of us.

11. If the justification for a three week course is lack of experience for a few of the new WO1s, I feel that those subjects should and probably are covered in their basis courses. In my opinion this course should direct itself to the following subjects which help the transition from enlisted to officer: Introduction and Course Overview, Warrant Officer Professional Development, Customs, Traditions, and Courtesies, Warrant Officer Division Orientation, Introduction to Management, How to Lead, Professional Ethics, US Army Officer Evaluation Reporting System (OES), Military Presentations, Counseling Techniques, Enlisted Personnel Management System, Service Benefits and Personal Financial Management, and Security Awareness. I was very impressed with the expertise shown by my fellow warrants during the military presentation class--this should never be pulled from the course. Recommended additions to the course: Light course on SOPs, Co-ops, Troop Safety in Working Area. Expand Customs, Traditions, and Courtesies class--very informative--all in class wanted more.

12. Warrant Officer Professional Development, Customs, Traditions, and Courtesies, OERs, Supply Operations, and UCMJ were the courses I feel were most important to me. A course should be included which covers the areas of finance, i.e., TDY, Travel, Delay Enroute, etc. This class should be held during the first day or two of school. A class on preparation of an SOP would prove beneficial. I feel course was too lengthy--it could be curtailed to two weeks without losing the impact. Topics seem to be adequate for an orientation course. This course will definitely benefit me in the initial assignment phase--it gives you some foresight into procedures and ways of conduct prior to meeting your commander. CPT Brice and Mr. Broome were very instrumental in presenting the subjects with enthusiasm and interest. They give you the feeling that they really care about your future and want to insure that you don't leave here uninformed. Too many non-related subject questions were answered in class. Should have been addressed at a later time. Some classmates were very disrespectful to superior instructors; discipline should be maintained!

13. I believe this course could be effectively limited to two weeks. I came here expecting this to be a "Charm School" which would help me in the transition from enlisted to WO. Most of the classes are the same thing received in NCO schooling. I believe the primary courses of importance are: WO Professional Development, Customs, Traditions, and Courtesies, OER System, TAMMS, Supply Operations, Unit Status Reporting, UCMJ, Military Presentations, Organization of Army, Roles of Army, Commander and Staff, Soviet Armed Forces, Strategic Balance, Officer Panel. I would also suggest a formal affair of some type be scheduled and conducted for the WOOC. I think this would be of great assistance to those WOs who are going to units where these are common. If this course were to remain in present form I would suggest it be lengthened to about six weeks and be made testable. In its present form it is too general and too short. I believe it could be limited to those subjects listed above and spread over two weeks.

14. The content and coverage of this course was very adequate. I was hoping it was longer. I enjoyed my time here at the WO Career College, and you'll probably see me again (Flight School). This course motivated me so much, therefore I'm looking forward to being a pilot.

15. I feel that all the subjects are important. I think the problem area is proper time management.

16. Subjects that should continue to be taught: Introduction to Management, OES, UCMJ. The majority of the subjects taught are an exact repeat of those taught in the 95B/D ANCOES course. This is probably true of other ANCOES courses. Recommend the rest of the subjects be dropped altogether or altered. This is supposed to be a course helping to adjust from enlisted to officer status; however, it was more of a Leadership/NCO Academy type school. I came hoping to learn about officer's uniforms (formal, etc.), formal functions, etc., and was disappointed at the lack of these subjects. Subjects that should be added are: Differences in enlisted/officer uniforms (work/semi-formal/formal); proper conduct at formal functions--eating, conversing, etc.; one formal dinner with base commander or 1st Aviation Bde Commander; more on warrant officer corps, customs, traditions, courtesies, military awards, etc. What little I got out of this course (OER/Mgt) could have been done in three days. I feel the remainder of the time was of very little learning value.

17. I feel that the courses taught were mostly a repeat of subjects covered in the ANCOES (95B/D) I attended. The instructors here were outstanding and their method of instruction was excellent. More classes should deal with the transition from enlisted to warrant officer. Subjects should include topics such as attending formal/informal functions; details in warrant officers professional development; how to give a formal dinner; uniforms (Blues--Class A--Duty). This course is outstanding for someone who has never attended a NCO Advance Course, but is a 99% repeat for those who have completed NCOA. Consideration should be given to either developing a course detailing the transition from enlisted to warrant officer, or drop the repeated courses from NCOA. Of the courses being given now, I feel the following are the most important: Warrant Officer Professional Development; Customs, Traditions, Courtesies; Management; OERs; Military Awards. All other courses are a repeat for NCOA graduates and consideration should be given to dropping them and revising the course.

18. I considered all instructors good, its just that the classroom time was too short.

19. Course is too long for an orientation course. Overall course is too much wasted time. Subjects are a good selection. Ice breaker should be emphasized the second day and all should attend.

20. I feel that a three week course is too long. I feel also that many of the classes could be completely done away with such as: World Religions, Organization of US Army, and Roles of the Army. These and others are not necessary for transition training. The course is a good idea, but should be more oriented toward the transition from one status to the other. The classes that deal with this transition, i.e., Customs, Traditions and Courtesies, OERs, UCMJ, and WO Professional Development should be the ones that are stressed. The course now seems to be oriented towards teaching one to be a soldier--if I don't know how to soldier now, you will not teach me in 2 or 3 weeks. As long as the course continues in this light, it will accomplish very little, and will continue to "turn people off."

21. I agree that an orientation course is a valuable course to help with our transition. However, many subjects, although presented well and informative, are general to Army needs and not a necessity to our transition (i.e., TAMMS, Drug Abuse, Security Awareness, Soviet Armed Forces, World Religions, Strategic Balance, Supply Operations). I was very displeased with the Counseling class. The attitude of the instructor towards the handling of matters left a lot to be desired. If the Chaplain were in my unit, I would make every possible effort to by-pass his counseling for my personnel. The following classes were excessive in length, although necessary for transition (except for Supply Operations): OESO, How to Lead, Supply Operations, and Unit Status Reporting. The MILPERCEN briefing by HQ DA could have been presented in a more professional manner. CW3 Fletcher talked down to the students and presented a hostile attitude when answering questions. Besides, over 75% of the class did not want to hear CW3 Fletcher's briefing, as we had the same briefing twice before. Mr. Fletcher had nothing to say that we had not already heard before. I find it difficult to understand why class schedules could not be provided in a more accurate manner. The only schedules provided could not be followed.

22. I feel the course was too long by about two weeks. In my mind the subjects which were necessary were limited to Service Benefits, the OER System, Professional Development, Correspondence, and Customs and Traditions. A briefing-type approach to the other subjects would suffice without going into the detail presented during this course. Most of the subjects have been presented in NCOES, ANCOES, or unit NCO professional development courses and the majority of students have been exposed to them on numerous occasions. An essential part of the course is the military presentation; however, the subjects need to be controlled better. This would avoid the repetition of identical talks which were hard on both the audience and the briefer. Realizing this was the first iteration of the three week format and that snags were bound to develop, management of course hours did seem to be rather hap-hazard. Time management, subject review and revision, and a concentrated 40 hour week would make this a worthwhile and interesting course.

23. Drug Abuse class was superior. Class on OERs could have used more time. WO Professional Development class could have used more time. The Chaplain didn't seem to have the enthusiasm in his classes that the other instructors had. The Personal Financial Management class could have been a truly outstanding class. I feel that the instructor didn't have all the knowledge required for this class, and that someone from the Survivor's Assistance Office should give it--they specialize in this area. The Unit Status Reporting class went into too much detail--a brief overview of this class is all one needs to know--not to the depth it was taught. Overall, this course should be no longer than two weeks--three weeks with the free time we had was way too much. Classes should be programmed to start on a Monday and end on a Friday. Museum tour should be taken out completely. Overall, the course was good except that a lot of time was wasted with time off. Training schedules weren't followed.

24. I feel this course should not be more than two weeks long. TAMMS and Unit Status Reporting is a waste of time for me. OES is important, but is done now at all levels anyway.

25. The only thing that was really obvious that should be corrected was the length of the course. It should not exceed two weeks with the present subject matter being presented. The museum tour and live fire display might be interesting; however, I don't feel they should be part of this course. I was very impressed with the instructors and their knowledge of their subjects. The course is very current and the publications used included up-to-date changes. I think the course is very worthwhile and I do leave with a better understanding of what will be expected of me, and feel I am better prepared for my new duty assignment.

26. Eliminate: museum tour, Personal Financial Management, Training Management, Organization of US Army, Roles of US Army, and Human Relations. With the exception of the WO Development, Customs and Traditions, OER, and the like, the course was unproductive and of little use. I feel that as it is now, the course is not an orientation but an "eye wash" attempt to justify a position and not to make the move between enlisted and warrant an easier one. Further, I was completely turned off by the attitude of "CWO Fletcher." His attitude towards the class was completely unwarranted and very unprofessional.

27. I think too much time was spent on some subjects that are not necessary for orientation course. (Leadership, Drug Abuse, TAMMS, Supply, UCMJ, and Unit Status Reports). Given less time off, and shortening some subjects, this class should only take about 1½ to 2 weeks. This is a real good NCO Leadership School.

27. First, this course is too long. The subjects I really feel necessary are the WO Development, CTC, Military Presentations, Ethics, OES, Service Benefits (not personal financial management), Security, Soviet Forces, and Strategic Balance. They should be a little longer. The TAMMS course should be dropped ASAS if no other course is. The class was the worst class I have ever attended. Ninety-nine percent of the instructors are outstanding. They express the ideas or objectives in such a way to retain the class interest. The WO Division personnel down from DA were geared for the W3 and W4 in aviation. It was a total waste of time for the WO1 to attend. The firepower demonstration and museum tour were both a waste of time. I feel that the classes about WO development, CTC were the most important to me that I feel will help me in my career.

28. All of the subjects listed in this questionnaire were important. Training Management and TAFES were not taught, and yet they should have been. Scheduling of classes, subjects, and instructors were disorganized, probably because it was not really expected that this would be a three week course. I think three weeks is about right for the length of the WOOD if all of the subjects are taught. We were left with too many hours of free time during this course. That's nice, but we need to learn as much as possible during the course. I think we should have some reading assignments and/or programmed texts to complete in the evenings.

29. Overall course was great. I think more time should be devoted to Professional Development, OER, Customs and Courtesy--things that are now different from being an NCO. The classes on TAMMS, Drug Abuse, Counseling, Human Relations, World Religions--I do not see the correlation between transition from an NCO to the officer corps. You cannot teach TAMMS in two hours, and any NCO who has been in the Army for more than 2 or 3 years should have been exposed to TAMMS.

30. I don't think the museum tour, officer panel, and WO Division orientation are absolutely necessary, but are informative and beneficial. I especially enjoyed the MILPERCEN briefing after the orientation. This gave us a chance to ask our managers questions that I would not call DA to ask. I was very impressed by the attitude of CW3 Fletcher and COL Morgan of telling it like it is. They displayed professionalism and made it clear how the warrant officer fits into the military assignment pattern.

31. Chief Broome's class was excellent. The two identical classes we received from MILPERCEN were redundant. Even though people continued to ask questions answered by Chief Broome, the MILPERCEN classes were unnecessary to most of us. I think it is very important to have the Customs, Traditions, and Courtesies class at the beginning of the course. The Drug Abuse class was very important as presented, i.e., factual, without moral judgements. Military Correspondence, rather English 101, was doomed from the start. Its apparent aim was to teach us to write differently and far too little time was available to reach that end. The pitch to avoid bureaucratic language is important; various basic grammar rules are also important. I was disappointed that the class rode roughshod over any use of the English language developed past the 10th grade. Perhaps the most basic rule in language use was omitted--address the audience with the language it is accustomed to.

Military Presentations is a necessary evil. I learned much, but I had frequent doubts that it was worth it. For Counseling to be a truly useful course, it would require much more time. This brief exposure made little impact. Service benefits was a most useful class. Personal financial management would be a good area to present briefly. Three hours on buying a house was far too much. This would be a good class to insist that individual's personal war stories be held until the break.

Roles of the Army--I was very surprised to learn that some people had never been exposed to the Army's structure. I have never been assigned to a TOE unit and am frequently insulted by others (COL Morgan, CW3 Fletcher) for never working in rock-painting units. It appears as though maintenance and supply people have been painting too many rocks.

The Commander and His Staff--The presentation overly emphasized the history and grand organization of the military staff. Additionally, I found the history portion a series of glittering generalities and dubious historical facts. Many were unfamiliar with staff work and I think the presentation could be very useful if we were shown more of how we will become involved with a staff.

One of the reasons I wanted to attend this course was to learn something about TAMMS. What I got was a barrage of highly specific details from one not current in the field. How about introducing me to the ball park before we start talking about the number of stitches on a baseball? As with TAMMS, I really wanted to learn about Army Supply Operations. Again, I cannot relate to detail such as how to fill in each block on the myriad supply forms until I have an idea about who I'm sending these forms to and why "they" need them. I don't believe an orientation course should present classes about which blocks should be filled in.

The Security class was most informative. I found it too general in that others are not aware that several agencies are primarily concerned with security, i.e., Engineers, PMO, CID, and MI. Having worked MI in the field, it would be very beneficial if orientation courses mentioned MI's true role.

The Soviet Armed Forces presentation was very informative. In conjunction with the Strategic Balance class, we learned much about what we're up against. I was disappointed that the threat to rear area services was not mentioned. War time is a little late to tell missile and supply techs about Pact airborne, recon, Special Operation Forces, and intelligence combat units.

Thank you for making the museum tour and live fire exercise optional.

The first problem I noticed in the course were the various perceptions of "transition." Most felt that transition should include wearing of the uniform, OERs, and MILPERCEN orientation. Obviously, there are other areas of transition concern; these should be emphasized at the beginning.

My personal goals were to learn more about the overall Army organization and about the people who make the Army work. I didn't really learn much about the former, and more than I wanted to know about the paper shuffling of the latter. I recommend that we be given introductory, yet substantive, classes on the branches of service. I know that the Aviation Branch flies, the Infantry walks, and, since Transportation's Branch symbol is a wheel, I presume Transportation people ride where they go. We touched on this approach during the Presentation phase, but with the exception of CID's coordinated presentations, we learned little but minute details.

Another approach would be an introduction to the major commands. The FORSCOM and TRADOC presentations were sufficient, and the other commands may also lend themselves to short presentations.

Chief Broome briefly mentioned the various customs of foreign countries. The class on World Religions, currently unrelated to anything, could be structured to acquaint us with some of the environments we'll be working in. It's my experience that officers are frequently required to relate with foreign nationals. I believe we should be aware that foreigners do not have American morals.

The State Department has a three hour video tape which addresses foreign cultures. The tape is shown to officers posted overseas and is designed to make the American more effective. The speaker is Thomas Bostain, whose sense of humor more than compensates for what could have been a dry lecture. I recently attended a class which showed the Bostain tapes. Without exception, the class members praised the presentation.

A major deficiency in the course was in security. The concept of Operations Security (OPSEC) has evolved greatly over the past few years but we still consider OPSEC a staff function. Unfortunately, OPSEC is a low echelon function and little effort is made toward showing the supply or maintenance warrant how important he is in ensuring the life of his unit. For example, if the JCS grants a unit priority one supply status, the supply shop can be expected to broadcast that fact in and out of channels. The Soviets, now aware of the new importance of the unit,

increase their interest, and that unit's every movement is watched. Not a very good way to send people to battle. Warrants need to know that certain unclassified information can kill them just as quickly as a leak of classified data.

The three-week class, as presented, was far too long. Seven-hour days are very appropriate for classroom work, but frequent two-hour breaks are not appreciated. I am glad I attended the course, primarily due to Chief Broome's presentations and bearing. I recommend a maximum of two weeks for the course.

The most useful classes for us were those dealing directly with our new status, i.e., OER, professional development, service benefits. The most useful class for the Army was the one on Electronic Warfare. Many people received their first exposure to the modern battlefield. My recommendations concerning OPSEC and rear area security would hopefully be of equal importance to the Army.

I was most pleased with the way I was presented my award. I have received similar awards from the unit clerk, the postman, and when physically damaged, from my commander. I have never received the actual medal, even when I asked for it. The presentation, to include CPT Mathewson's presence, was appreciated. Certainly A touch of class.

Similarly, I appreciate the respect shown us by the instructors. We were rarely lectured to; most instructors seemed to enjoy imparting knowledge rather than trying to "shape up" a wobbly one. The absence of tests was indicative of the school's respect for my maturity.

ANNEX K
DISTRIBUTION

ANNEX K
DISTRIBUTION

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